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The Use of Supplementary Materials for Teaching Children in EFL Classes

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CERTIFICATION

Lic. Elsa Morocho, Thesis Advisor

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, May 17th, 2012

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The thoughts, ideas, opinions and the information obtained through this research are the only responsibility of the author.

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DEDICATION

I dedicate this research project to my parents because they had given me all the support to achieve my goal of becoming a professional. They are my priority, and I am doing this for them and for myself.

Nefi Galán

I dedicate this research project to my parents, Mario and Miriam, for being my example of life and for always being there by my side. To my brothers Patricio and Mario, thank you for your encouragement and support. I love you.

Natalia Jaramillo

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ABSTRACT

This research project is about the use of supplementary materials for teaching children in EFL classes. The purpose of this study is to find out whether educators in Ecuador are using supplementary materials for the teaching of English as a foreign language or if they are not using them at all. In addition, the use of supplementary materials enhances children's performance because they learn through interaction with these tools.

The investigation took place in the city of Loja at a private institution where English is taught to people from all ages and levels. The general approach of this study is Qualitative and Quantitative. The aspects taken into account for the qualitative analysis were: pertinence, appropriateness, and quality of each supplementary material in every observed class. Furthermore, the aspects that were taken into consideration for the quantitative analysis were: frequency of use of each supporting material; personal criteria based on observation, surveys and interviews. Subsequently, the instruments employed in this investigation were data collection formats, observation formats, tables and questionnaires. According to the results, the most used material is the whiteboard.

INTRODUCTION

Teaching English as a foreign language is a matter that most countries all over the world are discussing and putting it into practice. There are certain components that play an essential role in the teaching of English as a foreign language, such as: the socio-cultural component (educational and historical context in which languages are taught); the bibliographical component (content and context of the syllabus), and the methodological component (method and applied resources and techniques of the teaching- learning process).

Educators cannot work alone within the context of the teaching-learning process. They need teaching-learning tools in order to achieve the desired goals. Those teaching-learning aids are the supplementary materials for EFL classes. These materials can be visual, audio, audiovisual, realia, and on-line. The purpose of this study is to find out whether supplementary materials are being used appropriately and pertinently or if they are not used at all.

The specific objectives of this study are: Identify and analyze supporting materials used in EFL classes; describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality; and determine the frequency and variety of the supplementary material used in the observed classes. Moreover, the objectives of this study will be focused on the teaching of English to children from 8 to 9 years old.

It is essential to use supplementary materials to teach English to children because they contribute in the process of learning. In addition, since English is a foreign language, it is a challenge for non-native English speakers to acquire it; therefore, learners must be cognitively engaged in order to use the language and retain it as well. Supplementary materials activate learning and help retain

information due to the fact that students' learning styles are taken into consideration.

There have been several studies of the use of supplementary materials for teaching English as a foreign language especially in Asian countries like Taiwan, South Korea, and China. These studies have shown how the media and authentic materials are practical tools to teach English.

Kelsen (2002) investigated how the use of the internet as a supplementary material in EFL classes is changing the way we teach and learn. Since technology is a big part of our lives now, the use of internet is considered as one of the potential materials that could engage students in the learning process. To achieve the purpose of the study, the author explored the use of YouTube in an EFL situation by surveying students' attitudes towards using YouTube to learn English.

During the study, there were some limitations. One of them was that the questionnaires were only written in English. Nevertheless, the educator was present to explain the difficulties that the students had. Another limitation was that the self-reported nature of the survey may have led students to overstate their answers as the teachers administer the questionnaires. Furthermore, the small sample size, especially in female students, made difficult gender comparisons.

Xiao (2007) explained that internet-based desktop videoconferencing offers an authentic learning environment in which language learners can orally and visually interact with another human being in the target language. The purpose of his study was to investigate the effects of interaction with native English speakers via internet-based videoconferencing on EFL learners' language proficiency in terms of fluency, accuracy, and complexity.

In his study there were certain limitations. One of them was that videoconferencing has more resemblance to face-to-face interaction than text-based

chatting, and therefore, has more tendencies to be used as an alternative way to substitute for traditional face-to-face interaction. Another limitation was the small sample size. Due to the time difference between USA and China and the limitation of resources, it was not feasible to conduct a large-scale study.

Peacock (1997) investigated that authentic materials such as poems, television listings, short articles, and newspapers increase the classroom motivation of learners. The purpose of the investigation was to assess the value of these authentic materials for teaching English to foreign learners. A limitation of the research was that it takes time to beginning learners to get accustomed to authentic materials because they have not acquired enough lexicon to understand all the information that it is in them. However, once they learn more vocabulary, they will start to enjoy working with authentic materials.

The beneficiaries in this research project will be educators and learners because through it the investigator will awake teachers' interest in using supporting materials in their classes, having as an outcome more encouraging and interesting classes. In addition, there will be an improvement in education because the use of the materials will adapt to the needs of the learners and the ways they acquire knowledge. In short, future generations will enjoy working with these learning tools and English acquisition will be easier and more practical.

One limitation found in the study was the lack of authentic materials such as magazines, brochures, leaflets, bus passes, and so on. These kinds of materials can also work as supplementary materials within the process of learning because native English speakers make use of them in everyday life; thus, it is essential to work with them to get a sense of reality in relation to foreign languages.

METHOD

Setting and Participants

The following study about the use of supplementary materials for teaching English as a foreign language took place in the city of Loja. The sample was taken from a private institution in downtown Loja. The sample was three courses; each of them with a different level was observed and analyzed.

The institution had several groups of children learning English as foreign language; such classes are divided by the students' age and their level of knowledge. The classes that were observed were: Elementary level- Kid's box 2 (8 year-old students approximately); Pre -Intermediate level- Kid's box 3 (9 year-old students approximately); and Intermediate level- Kid's box 4 (10 year-old students approximately).

Procedures

The investigation consisted of getting all the information regarding Teaching English as a foreign language, learners, learning styles, teaching techniques, different context for teaching, supplementary materials for teaching English as a foreign language, and previous studies about the use of supplementary materials for EFL and ESL classrooms. The information of the research topic was taken from educational sources like books, magazine articles, journal articles, websites, and so forth. With this information, we would have a general idea of teaching English and all the tools educators need in order to have satisfactory results in EFL teaching.

The applied method for this investigation was qualitative and quantitative. The qualitative analysis consisted in describing the use of the supplementary materials in terms of pertinence, appropriateness, and their quality. On the other

hand, the quantitative analysis consisted in describing the frequency of the use of every supplementary material for teaching English to children.

In this field research, 3 courses at a private English institute were chosen in order to do 10 observations per course. Each course had its group of students according to their age and level of knowledge. The first course that was chosen was “Elementary level” with students of 8 years old approximately. The second course was “Pre-intermediate level” with students of 9 years old approximately. The final course that was chosen was “Intermediate level” with students of 10 years old approximately.

The techniques used for this investigation were note-taking and surveys; note-taking because the researchers took notes of all the aspects regarding the use of each supporting material for the teaching of English, and surveys because there were some questions asked to the students and teachers about the quality of the material, the frequency of the use of the supplementary materials, and the importance of having them in classroom settings. Furthermore, the instruments that were used in this research project were observation formats, tables and questionnaires.

For the tabulation process, 10 observations were made per course (group-level), and since there were 3 courses that were observed, there were 30 observations made. The frequency of the use of each supplementary material was counted in every observed class. Therefore, if a material was used in 5 class-observations out of the 10 observations per group-level, the number of frequency will be the same as in the observations, in this case 5. Using the information from the observed classes, we could classify the different supplementary materials and how frequent they were used in each class.

The analysis of results were carried out in all 3 groups (8, 9, 10 year old groups), then the materials used in each class were described. For analyzing the materials four aspects were considered: pertinence (use of the material in relation to the topic and objective of the class); appropriateness (use of the material in relation to the students' knowledge and age); quality (design and elaboration of the materials), and finally the students' ways of learning.

Concerning the quantitative analysis, in addition to the tabulation process that it was previously mentioned, a point of view on part of the observers and the students was made regarding the variety and the frequency of the use supplementary materials in order to know which materials work best with 8, 9, and 10 year old learners; thus, suggestions will be given to new teachers and also to the ones that do not fully understand the importance of using these materials as often as they should.

DISCUSSION

Literature Review

Teaching English as a foreign language is a great challenge for our society nowadays. We face different obstacles that must be overcome and we constantly have to find different ways of making the process of learning and teaching English better so that it becomes part of our lives. In order to get our students engaged, we need to know how to make this process relevant and meaningful for them, the use of supplementary materials in class can help students achieve these goals, and can make the class more interactive and fun, so that our students create the habit of loving the language.

The following research project has the aim of finding out if the use of these materials is helpful and relevant in the process of teaching and learning English, it is necessary to know what teaching a foreign language is, the type of learners that we are going to have in each class and the learning styles that each of them has. As teachers we must know the teaching techniques that must be applied in every classroom according to the learners that we face. It is important to have in mind the different contexts for teaching that each student has, so that we can fully understand the student and the use of supplementary material to learn about its relevance in the process of learning a language. We are also going to present different previous studies about the use of supporting material in EFL or ESL classrooms as the background of our project.

Teaching a Foreign Language

English is a language that most people study because it opens doors to all those who want to become successful in life. Nevertheless, the ways students learn it have to do a lot with the place, their necessities, age, and so on. Harmer (2007)

suggests that students of English as a foreign language (EFL) learn English in order for them to use it in many situations such as: communication, traveling, business, and others due to the fact that English is a global language.

In order to embrace these situations, it is important to know that there are certain differences between the study of English as a foreign language and English as a second language. Concerning the study of English as a second language, Harmer (2007, p. 12) states: “English learners need to combine their learning of English with knowledge of how to do things in the target – language community- such as going to a bank, renting a flat, accessing health services, and so forth.”, this concept is applied in the use of English as a second language since there is the opportunity for learners to do these activities in everyday life. On the other hand, when English is not within the community just in classroom settings and it is studied as a foreign language, educators must find a way for interaction to occur, for example, Rodríguez (1980) suggests that language teachers should create ways to help the students use the new language making real life activities with the purpose of asking for something, tell someone something, and tell someone to do something.

To highlight the importance of learning English as a foreign language, it is necessary to mention that while learning the language, there are certain benefits for young learners. According to Audrey (2010) people that are exposed to two languages at an early age become more flexible and creative.

Learners

In order to have better results in the process of learning a foreign language, we must consider the differences that students have and the way that each of them learns. Having these differences in mind will let us have a better understanding of how to teach and the tools that must be used for it.

How learners grasp the target language depends a lot on their *age*; Brown (2007) manifests that children exercise cognitive effort in order to internalize native and second languages. The difference between *children* and *adults* is that children have spontaneous attention to language forms, and adults, on the other hand, have focal awareness and attention to those forms.

Children are natural language acquirers; they can easily pick up a language without being conscious of it. Dunn (2008) suggests that children have the ability to imitate pronunciation, and when they are at an early stage, they have the innate language-learning strategies to acquire their home language, which can also be applied for picking up English. It is also explained that when children have picked up their mother language and English at the same time, it is likely for them to pick up more languages during life more easily.

When English learning is focused on *teenagers*, it is known that they are in-between of the learning stage that is why they need different teaching methods, approaches and strategies. Brown (2007) explains that it is understood to consider that a child stops being a child when they reach puberty, and that all the rules for adult teaching should be applied.

It is understood that one of the most important factors for learning is *motivation*, for instance, Woolfolk (2007) makes a generalization stating that most teachers agree that motivating students is one of the critical tasks of learning. In order for students to learn, they must be cognitively, emotionally, and behaviorally involved. Motivation is normally defined as an internal state that maintains behavior. Furthermore, motivation encourages peoples' resources from within themselves as well as their sense of competence, self- confidence, and self-actualization.

There is a difference between two kinds of Motivation which are intrinsic and extrinsic one. Woolfolk (2007, p. 372) states:

Intrinsic motivation is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities). In contrast, when we do something in order to earn a grade, avoid punishment, please the teacher, or for some other reason that has very little to do with the task itself, we experience extrinsic motivation.

According to Woolfolk (2007) motivate means to encourage someone's autonomy, sense of competence, self-esteem, and self-actualization. Subsequently, cognitive theorists believe that behavior is determined by the way we think, not only by whether we have been rewarded or punished in the past (Stipeck, 2002).

Motivation can arise individually and within groups. Groups are part of society; therefore, social cultural motivation has a great impact among people. Woolfolk, A. (2007) mentions that sociocultural views of motivation give emphasis to the participation in communities, and that all people get involved in different activities to maintain their identities and their interpersonal relations within the community. This concept can be easily taken into consideration when talking about learning English as a foreign language, it can be adapted into the classrooms and we can use it as an important aid to get better results in the learning process.

Learning Styles

Learners have a distinction according to the learning styles they have. Knowing how to approach students is probably one of the hardest and most important factors that teachers need to be aware of, for this reason, it is vital that we

analyze how students acquire knowledge and how this knowledge can be permanent in their minds.

Students take in and process information by hearing, acting, thinking, reasoning, analyzing, and visualizing. Teaching methods vary according to the students' needs and skills (Felder, 1995). Likewise Ellis (1985) identifies that a learning style is a consistent way in which a student perceives, conceptualizes, organizes and remembers information.

Another important definition is stated by Funder Standing (2008), which explains that in education it is important to recognize the different learning styles that students have, once we have figured out how to teach a class to each student, then we can be sure that they are truly learning, as educators, we cannot ask if a student is smart, but we need to know how a student is smart, and how we can approach this student.

When there is no connection between the teaching method of the professor and the learning styles of the students they become bored and discouraged to learn; therefore, this brings negative consequences for them like poor school attendance, dropping out of class, and sometimes wondering if the profession they are taking is the right one for them (Felder & Henriques, 1995).

In order to know how to approach to students, the British Council (2010) explains that there are two kinds of learners: Field-dependent and Field-independent ones. The difference is that Field-independent students can set apart important information from a confusing or complex background. They are self-confident so they solve their own problems through their thought-system. They are not good at interpersonal relationships. On the other hand, Field-dependent students find it

difficult to see the parts in a complex whole. They count on others' ideas when solving problems and are good at interpersonal relationships.

There exist other kinds of learners besides field-dependent and field-independent ones, these are: Innovative learners, Analytic learners, Common sense learners, and Dynamic learners. According to McCarthy (2010) Innovative learners look for personal meaning while learning; Analytic learners want to develop intellectually while learning; Common sense learners want to find solutions; Dynamic learners look for hidden possibilities.

Research studies have demonstrated that learners can also be classified in other categories according to the way they perceive and process information. These categorized individuals are known as concrete and abstract perceivers, and active and reflective processors. Concrete perceivers absorb information through direct experience, which means they act, sense and feel the information. Abstract perceivers, however, get information through analysis, observation, and thinking. Active processors try to understand an experience by immediately using the obtained information. Reflective processors make sense of an experience by reasoning and thinking about it (Funder Standing, 2008).

It is known that learning styles theory has an impact on education which involves three main aspects, such as curriculum, instruction, and assessment. Concerning curriculum it is essential that educators put an emphasis on sensing, imagination, intuition, logical thinking, and problem solving as a way to help their students achieve their goals. Through instruction teachers must create techniques to connect all learning styles using combinations of experience, reflection, conceptualization, and experimentation. Assessment must be done with the

application of assessment techniques concentrating in the development of “whole brain” capacity as well as every learning style (Funder Standing, 2008).

Teaching Techniques

Using a variety of teaching techniques will help students develop life skills, such as decision making, problem solving, communicating and relating with others, acquiring, analyzing, and using information, and developing a positive self-concept (Wisconsin 4- H Community Clubs, 2007). Furthermore, you will find out your students’ progress through continuous assessment, for instance, Wisconsin 4 H Community Clubs (2007) believes that it is important to use an evaluation that corresponds to the teaching objectives of the classroom.

An important strategy for having a successful class is preparing your class ahead as well as having a plan for it. According to the same author having a class prepared brings lots of benefits such as having activities in sequence, stay on track with your lesson plan, help learners reach their goals, and so forth. It is a good idea to challenge your students to work together to complete the task using handouts from the lesson plan.

Education.com (2009) suggests that there are some techniques that would help young learners to be focused on class. For instance, asking children’s parents what methods have been used in the past by other teachers would help the students be motivated, and that would give educators some sort of clues to find ways to approach to students so that they can be engaged in class.

Different Teaching Contexts

It is quite important to know the factors that will have an impact on the student’s learning process; there are some essential aspects that need to be taken into

consideration in order to make the class more meaningful and functional for the student.

In order to increase students' participation and involvement in the classroom, teachers must answer questions that students have about previous semesters and let them know that they are relevant and essential for the class. The Center for Teaching and Learning (2010) suggests that talking about the questions that students have from previous semesters is a simple technique that can be used in a classroom to demonstrate them that whatever they have in mind can be relevant and that you are eager to respond to their queries.

Letting students know that whatever they can contribute in the classroom is valuable, this will make them feel comfortable and happy. Using humor adds up to this concept. As humans, it is normal to make mistakes, especially when it comes to education. Mistakes take place in everyday life, and it is up to us to accept them and feel comfortable with them.

There are certain variables that differentiate language learning, an important one is the social and cultural environment that we are surrounded. According to Gardner (1985) children grow up in communities where beliefs about language and culture are transmitted.

When the class setting is established, teachers must be aware of the ways in which students learn, and be prepared to encounter them. Richards (2001) thinks that other than using the pre-established textbooks, extra materials need to be ready, tools such as: videos, printed material, the board and so on; this is said to be a powerful aid to reinforce knowledge and to face students' necessities.

Other important aspects are timing and group size. When a teacher deals with a large group, it is better to make them work as a group, and the time used for each

activity depends on its length and difficulty. The Center for Teaching and Learning (2010) says that keeping the time limited also forces groups to focus on tasks quickly. Shorter times work well if group size is kept small - no more than three to five people, or, and sometimes, people can work in pairs.

Supplementary Material

In the process of teaching and learning English, there are original and supplementary materials. Original materials consist of textbooks that provide all the contents that should be studied in the class, on the other hand, supplementary materials are all of that extra help that teachers can use in a classroom to achieve the goals and objectives of the class. These original and supplementary materials are creative and new to students, and encourage them to be engaged in the process of learning. Shvoong.com (2010) states that supplementary material needs to be incorporated into or related to the original material and it must have some function or quality to entertain or inform independently. Supplementary material consists as an important tool to maintain students active and interested in class.

Some crucial supplementary material that should be used in class is *visuals*, which is a graphical representation of an object, animal or person. This helps students to visualize what they learn, and it is a creative way to practice what they have learned. *Realia* is another type of material that can be used to illustrate something, it is an actual object that can be brought to class, such as: clothes, food, toys and so on.

Videos and *Audio* are a much more complete tool to use, video provides real life situations and a great example of how to use the contents learned in class, Harmer, J. (2007) mentions that video is richer than audio because in it speakers can see body movements which give them clues to infer meaning, and background

information can be seen visually. On the other hand, audio is better for practicing listening exercises since students do not need to focus their attention on a visual aid.

The development of high-speed Internet access has helped to bring about new virtual learning environments in which students can learn despite great distances. *Online* education is different from face to face learning, it can have great benefits, Harmer, J. (2007) says that there are many advantages while learning online, he thinks that students can attend lessons whenever they want to, and do not have time tables as in schools. Then, it no longer matters where the students are since they can log on from any location in the world. Online learning may have these great advantages.

The use of supporting material for EFL or ESL classrooms

Technological advancements can become important tools for teaching and learning. Internet is a medium to incorporate online materials into classroom settings. According to Paulsen (2001) the appropriate use of online materials may provide positive spin-offs for learners the same as if they were deeply involved in the language and culture while studying abroad. Internet helps non-native English speakers interact with native English speakers due to its programs. In addition, internet increases students' motivation, authentic language and global awareness for language use (Meloni, 1998).

Kelsen B. (2002) investigated how the use of the internet as a supplementary material in EFL classes is changing the way we teach and we learn. Since technology is a big part of our lives now, the use of internet needs to be considered as one of the potential materials that could engage students in the learning process. For this study, two classes sophomore classes were chosen and to each of them a questionnaire was given, in this questionnaire some questions were asked about the use that students

have of computers and their experience working with YouTube, afterwards, four videos (taken from YouTube) that had vocabulary used in the textbooks were shown so that students can relate what they were learning to what they saw on the videos. The result drawn by this research was that students found YouTube as not only an entertaining tool but also a useful website to use in class.

Textbooks are the foundation of teaching materials in the university levels in Taiwan and serve as an important role to provide the instructors' teaching in the classroom setting (Tsai, 2008). According to Ur (1996) a textbook is defined as the main component for educators to carry out teaching in a language course. In addition, Educators use textbooks to instruct learners (De Matos, 2000). Many people accept this statement as a fact; nonetheless, there are a lot of instructors who debate the need of textbooks (Ansary & Babaii, 2002).

There are several styles of learning according to the students' levels, both individually and in a whole. Jonas & Chwo (2010) explains that if a teacher follows the structure of an author of a textbook, he or she might be leaded in to the author's creativity in a way that the teacher would approach best to the students. Furthermore, the textbook may not be interesting to draw the students' attention (Ansary& Babaii, 2002). Certain educators believe that the textbook "should take the responsibility for students' low motivation, poor attitude, high levels of anxiety, or lack of effort in learning ... because they turn learners off" (Yien, 1996, p. 265). In short, learners get discouraged if motivating material is not provided by the teachers (Klinghoffer, 2008).

Teachers should have in mind that a textbook is not just a simple tool in the classroom setting; it must be used. It is indeed the most essential tool for education, and it should be used with other extra materials so that students and teachers achieve

their objectives in class (Biemer, 1992). Furthermore, Out of class supplementary materials should not only be limited to audio, realia, visual aids but can also include computer programs also known as virtual learning. Asandului and Ceobanu (2008) suggest that students could use computers for language learning since they spend an average of eight and ten hours a week online.

Textbooks help us develop reading skills, but what if we do not have enough time to take a book to read. When we encounter these situations audiobooks could become the solution to our language learning problems. At this point a question comes to our minds: Can audiobooks help us understand information in an enjoyable and motivating way? The answer is yes, because they provide us the sounds, and intonation patterns in order for readers to assimilate information in a successful way. According to Down (2008) listening is different from hearing; it is indeed more than processing a sound. As we all know children are exposed to sounds before they become able to speak, therefore, listening is the ability to understand spoken language, it is the most common use of the language arts (Rankin, 1928).

One of the main goals of reading through audio books is understanding meaning. Audio books help learners to understand content according to their level. Beers (1998, p. 33) states: “The use of audio books with struggling, reluctant, or second-language learners is powerful since they act as a scaffold that allows students to read above their actual reading level.”

Listening to audio books is similar to reading out loud (Wolf, 2008). Benefits come while using audio books such as the increase of active listening and critical thinking skills, which are essential for reading comprehension (Marchionda, 2001). How students process information depends a lot on the way they obtain it whether through listening or reading a text. Most researchers agree that students’ attitudes

toward the use of audiobooks are beneficial for learning. In addition to audio books, educators ought to consider other kinds of supplementary materials; authentic materials might be another option.

Peacock (1997, p. 144) gives us brief information of the importance of the use of authentic materials, he states:

Many authors have asserted that authentic materials have of positive effect on learner motivation in the foreign classroom.

I propose that research is justified by the importance accorded authentic materials in the literature particularly the large number of untested claims that they increase learner motivation and their widespread use in EFL classrooms worldwide. Many EFL teachers certainly have faith in authentic materials as motivators, and we suggest that testing these subjective impressions will result in better guidance being available for the selection of teaching materials.

Learners may or may not be better served by authentic materials, and there is still insufficient rationale for against their use.

Writers think that authentic materials encourage students to learn since they are more motivating and stimulating than non – authentic materials, proponents of this view are: Allwright (1979); Freeman and Holden (1986); Little and Singleton (1991). However, fewer writers have the idea that authentic materials decrease motivation because they are too difficult: Williams (1983: 187; 1984: 26), Freeman and Holden (1986: 68), and Morrison (1989: 15).

Certain teachers of English as a foreign language use appropriate authentic materials in their classroom to increase their learners' levels through tasks and classroom activities. These activities require students' motivation and involvement in the target activity. Nevertheless, these tasks might reduce the level of interest of the students; therefore, it is important that materials are carefully selected to increase motivation (Peacock, 1997).

To achieve better results in foreign language acquisition, the media has provided us ways to interact with native speakers of the language to be learned. For instance, video conferencing help us reach our objectives regarding foreign language acquisition. Computer mediated communication (CMC) provides an authentic environment in which students are able to interact one to one with native speakers (Wang, 2004). CMC is defined as "communication that takes place between human beings via the instrumentality of computers" (Herring, 1996, p. 13). According to previous studies Xiao (2007) explained that L2 learners go through better improvement in language proficiency in terms of fluency and accuracy.

CMC has given solution to creating a nice atmosphere in interacting learning. The Internet-based videoconferencing is the tool to supply both video-mediated and audio-mediated online interaction (Wang, 2004). Communicating with native speakers through videoconferencing enhance participants' self-repair or self-monitoring of their own linguistic productions. Self-repair means dealing with problems in speaking, listening, and comprehending the speech in conversation (Schegloff, 2000).

Results

Qualitative Tabulation

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

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

Authors: Nefi Galán and Natalia Jaramillo

Source: 8, 9, and 10 year-old students

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

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

Authors: Nefi Galán and Natalia Jaramillo

Source: 8 year-old students

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

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

Authors: Nefi Galán and Natalia Jaramillo

Source: 9 year-old students

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

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

Authors: Nefi Galán and Natalia Jaramillo

Source: 10 year-old students

Quantitative Tabulation

Chart five: Frequency of use of supplementary material

| Variable | Indicators | 4 th grade (8 years old approx.) | 5 th grade (9 years old approx.) | 6 th grade (10 years old approx.) | TOTAL | PERCENTAGE |
|-------------|--------------------------------|--|--|---|-------|------------|
| | | f | f | f | f | % |
| Visual | flash cards | 1 | 2 | | 3 | 6.38 |
| | power point presentations | | | | | 0.00 |
| | maps | | 1 | | 1 | 2.13 |
| | pictures | 2 | 1 | 1 | 4 | 8.51 |
| | charts | | | | | 0.00 |
| | handouts | 1 | | 4 | 5 | 10.64 |
| | posters | | | | | 0.00 |
| | word cards | 1 | 1 | | 2 | 4.26 |
| | white/black board | 8 | 9 | 7 | 24 | 51.06 |
| | worksheets | | | | | 0.00 |
| Audio | songs | 1 | | 1 | 2 | 4.26 |
| | dialogues | | | | | 0.00 |
| | stories | | | | | 0.00 |
| | tales | | | | | 0.00 |
| | soundtracks | 1 | 2 | 1 | 4 | 8.51 |
| Audiovisual | videos | | | 1 | 1 | 2.13 |
| | movies | 1 | | | 1 | 2.13 |
| | documentaries | | | | | 0.00 |
| | | | | | | 0.00 |
| Realia | objects (toys, plants, fruits) | | | | | 0.00 |
| Online | websites | | | | | 0.00 |
| Total | | | | | 47 | 100 % |

Authors: Nefi Galán and Natalia Jaramillo

Source: 8, 9, and 10 year-old students

Description, Analysis, and Interpretation of Results

For the description, analysis, and interpretation of results, supplementary materials are qualitative and quantitative analyzed.

The aspects that are taken into account for the qualitative analysis are: pertinence (importance of the material in relation to the content); appropriateness (related to the students' level and understanding) as well as the learning styles that students have in order to learn; and quality (design and elaboration of the supplementary material).

The aspects that are considered for the quantitative analysis are: The frequency of use of the supplementary material throughout the 10 observations per group, and then throughout the 30 observations in all 3 groups. In addition to that an argumentation of the analysis based on observation, surveys, interviews and personal criteria.

Qualitative Analysis

8 year-old students

Flash cards

Throughout the 8 year-old classes of elementary level (Kid's box 2), flash cards were only used once, and that was in the last observed class. The topic of the class was "Manners" and the objective was to learn how to request for things in a polite way. Images of people asking for things using the magic words such as please, thank you, you're welcome, I'm sorry, etc. were shown to the students. Students started to practice the things they learned as they looked at the flash cards. In addition, students repeated the words that were shown in order to improve their pronunciation. For instance, the teacher showed to the students the obverse part of a

flash card, a mother giving her son a present. In the reverse part of the flash card was the same kid saying “thank you” to his mother.

The material was pertinent because the information it contained which referred to magic words (please, thank you, you’re welcome) was related to the topic of the lesson “Manners”, and also because the students learned how to use those expressions with their classmates and teacher. In short, the objective of the class was fulfilled.

The material was appropriate for the students’ age because the expressions found in the flashcards were easy to learn. Those easy expressions helped students to request for things in a polite way. Furthermore, the material was suitable for the level of the students due to the fact they had some prior knowledge about that topic. Some of the learners from the group had already learned certain polite expressions like “sorry, thank you”; therefore, they reinforced what was taught before and also learned new expressions to use at home and in school.

The images in the flashcards were colorful and visible. The flash cards were of a medium-size and brand new. The expressions in the flash cards had an understandable and clear handwriting. The images and expressions in the flashcards were made by hand.

Pictures

Two out of the ten classes the teacher used pictures from magazines and the internet. Pictures were used in the first two classes. In the first class the topic of the lesson was “Sea animals” whose main objective was to learn the names of the animals that are found in the sea. The way the teacher presented the pictures of the sea animals to the students was well done. For example: He grabbed the pictures and showed them backside-front in order for students to get more curious about what was

in the back of the photos. Then he turned the pictures, and showed them the images of sea-animals. These pictures motivated students to learn about the already mentioned animals.

The use of the material was pertinent for the lesson because all of the pictures that were showed to the students had sea-animals in them.

The pictures were appropriate for the students' age because, the images of the sea-animals were original and captivating for the kids. In addition, the pictures were suitable for the level of knowledge due to the fact that learners had an idea of what the ocean was. Students knew that there were all kinds of fish in the ocean, but in the lesson they learned that there are other kinds of sea species besides the fish, and that these sea species can be wild like the sharks and friendly like the dolphins. Furthermore, students loved observing the images since the visual learning style worked well for them.

The pictures were not blurred at all, they were colorful, and the size of the pictures was average for the students to see since there were just a few students in class.

In the second class the pictures were used to teach pupils what kinds of food are nutritious and healthy for them, and what are not, because the topic of the lesson was about "Healthy snacks". The objective of the lesson was to let students know the importance of carrying healthy snacks in order for them to get energy throughout the day. As in the first class, pictures were shown to the students, and a brief explanation of snacks was given. That helped students understand the importance of carrying and choosing snacks that are nutritious for them.

The pictures were pertinent for the lesson because most of them were of healthy snacks such as fruit (bananas, grapes, oranges, apples, and so forth);

vegetables (cucumbers, carrots, tomatoes, peppers, and so on); and low-calorie carbohydrates (granola, cereals, oatmeal, whole-wheat bread, beans, etc.); therefore, they were related to the content of the lesson. In addition, the pictures helped students fulfill the objective of the class since students learned that it is important to carry healthy snacks in order to feel well.

The use of the pictures was appropriate for the students' age because some of the food items were the ones that learners normally eat at home and in school. In addition, the use of the pictures was appropriate for the students' level because they had some previous knowledge in relation to food. The only thing students did not know was what food was healthy and what food was not.

Though there was help from the teacher in the explanation of the class, the notion that the students had about food helped them learn about healthy snacks.

The pictures were of a medium size, colorful, clear, and amazing for the students to work with. In addition, they were neither damaged nor blurred at all because they were brand new.

Handouts

Throughout the 10 observations of the elementary level group, handouts were used once, and that happened in the in fifth class-observation. The topic discussed was "Exploring the jungle" whose objective focused on helping pupils use their imagination to draw a picture of the jungle. The names of the animals were written on the handouts, but the images were not there. Therefore, students had to draw the animals of the jungle that they had already learned from previous lessons. For instance, the teacher read the lexicon listed in the handout, and then he drew a jungle with the animals that were already given in the handouts. The handouts were prepared in advance by the teacher; thus, there was not improvisation.

The students knew what they were supposed to do; therefore, they started to do the task immediately. The use of the material was pertinent because it mentioned the names of wild animals, the ones that are found in the jungle.

The handouts were appropriate for the age of the pupils due to its simplicity and originality; therefore, students had no much difficulty doing the task given by the teacher. The material was also suitable for the students' level of knowledge due to the fact that they had a prior lesson regarding wild animals. Students just had to remember what was taught before in order to draw the animals in the handouts.

The elaboration of the handouts was simple, names were written in columns giving an aspect of order. The information was not colorful, but it was visible for the students. The handouts were brand-new printouts, and the written information was understandable for the pupils.

Word cards

During the 9th class the teacher used a word card game because the topic of the lesson was about "board games". The main objective of the class was to encourage students to ask questions about colors, numbers, and turns. The teacher explained the rules of the games and the meaning of the colors, the numbers, and the words written on the cards. The word card game called "Uno" motivated students to participate in class; thus, questions were made and students started to develop their cognitive skills such as reasoning, perception and intuition.

In the game "Uno" the word cards had different colors, numbers, and words. As the students were playing, the teacher taught some expressions in order for students to use them in the game. For instance, the teacher said "Whose turn is it", "Is it my turn or your turn?". Furthermore, the word cards had information that said

“Draw 2”, “Draw 4” which meant that pupils had to draw an amount of cards from the deck according to the number that it was shown in the card.

The use of the word cards was pertinent because the game was related to the topic of the lesson which was about board games. In addition, the students started to reason about what expressions to say as they learned the rules of the games. Subsequently, pupils learned expressions in which colors, numbers, and words were involved; thus, the objective of the class was accomplished.

The material was considered appropriate for the students’ age because it was fun, easy, and practical for kids to use. In addition, the word cards were suitable for the students’ level of knowledge because they had previous lessons about numbers and colors, and also because they could understand the rules of the games without much explanation.

The cards were brand new, colorful and easy for people to use, therefore, the quality of the material was in good conditions and relevant for the teaching of the class.

Whiteboard

The teacher used the white board throughout the first 8 classes. This didactic material was the one that was used the most. During the first class students were given pictures without the names of the sea animals. The teacher used the board to write the names of the animals. Then, students had to stick the pictures onto the right word. The topic of the lesson was about sea animals, and the objective was to help pupils identify the several kinds of those sea animals.

Students did not have difficulties using the whiteboard due to the appropriate explanation of the teacher as he stuck one of the pictures onto the right word as an

example for the pupils to follow. The use of the material was pertinent because the teacher wrote names of sea animals and talked about them.

This supplementary material was used appropriately for the students' age because the information regarding sea-animals was easy to comprehend. In addition, the use of the material was suitable for the students' level of knowledge since students had some background knowledge in relation to the ocean. Students knew that fish are found in the sea, but they did not know much about other sea-animal species.

The distribution of the words on the board was excellent because the teacher wrote them in the middle part of the board in order for the students to reach the words and do the matching exercise. In addition, the handwriting of the teacher was clear and understandable for the learners.

"Healthy snacks" was the topic of the second class. The teacher started his class with a warm-up activity where names of some kinds of snacks were given, for example: apples, potato chips, granola bars, sandwiches, nuts, and so forth. It was explained to the students the importance of carrying healthy snacks and to avoid non-nutritious snacks such as burgers, hot dogs, French fries, etc. The main objective of the class was to differentiate healthy snacks from the unhealthy ones and also to understand the importance of carrying the healthy ones as good sources of energy. The teacher used the whiteboard to do a matching activity. He wrote food words like vegetables, fruit, meat, and grains. He also wrote words that were related to those categories so students had to label those words into each category.

This learning tool was considered to be pertinent because most of the food products that he wrote on the board were healthy; thus the information was related to the topic of the lesson. Furthermore, students learned the difference between healthy

snacks and the unhealthy ones; therefore, the objective of the class was accomplished.

The use of the white board was appropriate for the pupils' age due to the fact that students were motivated to do the matching activity and giving ideas of the foods that are important for them to be healthy; therefore, the material was used appropriately. In addition, the use of the material was suitable for the students' level of knowledge since students had some prior knowledge about food. They knew what snacks their parents give them, but they did not know what foods are healthy and what are unhealthy for them.

The size of the words written on the board was small at the beginning, but later on, because some students could not see that well, the teacher rewrote the words with a bigger letter size. The distribution of the words was good because they were written in the middle position of the board since the students were too short to reach the upper part of the board. Thanks to this distribution, the pupils could participate, and labeled the words into the right categories.

In the third class the teacher wrote on the board the names of some entertaining places like amusement parks, water parks, and theme parks. He did so because the topic of the class was "Activity Center". The students did not understand the vocabulary written on the board, but later on, an explanation of the topic was better given by the teacher. The use of the board was pertinent to elicit the topic of the lesson, but not for reaching its objective which was to make students describe an activity center, a place where kids, teenagers, and adults can have fun. For instance, the teacher orally explained how people have fun in that kind of place.

The way the teacher explained the lesson was inadequate for the children, it was like the way an adult teaches another adult. There was little use of the board in

this class. Therefore, the use of the material was not appropriate for the students' age and level.

The quality of the material was in good conditions, and the distribution of the words was normally set. The size of the letters was big enough for the students to see. In addition, the words written on the board were just a bit blurred since the board-markers did not have enough ink.

In the fourth class the topic of the lesson was "Sports and hobbies", and the objective was to establish the difference between hobbies and sports as well as share information about them. It was amazing to see how the teacher made drawings of sports and hobbies. The drawings were well made in advance before the students got to class. Students asked questions about those two topics, the teacher gave them the explanation by using the board. The two sports were basketball and soccer, and the two hobbies were surfing in the net and reading fairy tales.

The teacher drew a basketball court and a soccer field with the names of the positions of the players. In football, the positions of the players were forward, midfielder, winger, defender and goal keeper. In basketball the positions of the players were point guard, the shooting guard, the power forward, the small forward, and the center player. The educator explained on the board the names of the positions of the players and the things they were supposed to do in a game.

Subsequently, the drawings of the hobbies were: First of all, a kid sitting on a desk with a computer on it. Second of all, a kid sitting on a chair reading a fairy tale. The teacher explained through the board what the kids were doing, and later told his students what they were doing was a way to have fun in their spare time.

The way the teacher employed the material was pertinent to the topic of the lesson because in the explanation, the teacher drew drafts of the most played sports

which were soccer and basketball. In addition, the teacher used the board to give an explanation about some hobbies like surfing in the net and reading. Students realized that sports require more physical effort than hobbies. On the other hand, pupils noticed that hobbies are some sort of entertainment in order to have fun. Thus, learners could differentiate sports from hobbies.

We consider the whiteboard was used appropriately for the students' level of knowledge, due to the familiarity of these well-known sports. The students easily figured what those sports were as they saw the two drawings of the team's plays on the board. In addition, the students had previous knowledge about reading fairy tales, but they knew little about surfing in the net. The teacher explained the students that surfing in the net means to look for websites such as facebook, hotmail, and so on, and play around with them. Some of the students understood about that hobby, others could not.

The use of the material was suitable for the students' age because the information that it contained was easy for children to comprehend, and also motivated them to do the tasks assigned by the teacher.

The distribution of the drawings on the board was perfectly set. The board was neat and in perfect conditions. The handwriting of the teacher was also understandable.

During the fifth observation the teacher used the whiteboard to write the names of some wild animals, and also to draw these animals and the nature where they live in. The educator did that because the topic of the lesson was "Exploring the jungle". The objective of the lesson was to use the imagination in order to draw a jungle with its wild animals.

The teacher used the board in the following way: He wrote on the board the names of some wild animals such as lion, tiger, snake, elephant, giraffe, vulture, and so on. Then, the teacher explained that those animals live in the wild. In the wild means in their habitat, it is where they feel safe and comfortable. For instance, the teacher wrote the name “crocodile”, and then asked students where it could live. Students responded in Spanish “swamps and rivers”. Subsequently, the teacher taught them how to say those words in English. Later on, the teacher wrote other animals, and started to explain in the same way as in the first example he gave.

The animals that were shown in the board belonged to the wild kingdom and the ones that are usually found in the jungle; therefore, what was explained was related to the content of the lesson. Furthermore, students used their imagination to make their own jungles with their wild animals; thus, fulfilling the objective of the class.

The use of the whiteboard was appropriate for the students’ age because the way in which the teacher presented the information regarding wild animals was simple and comprehensible for kids to retain. In addition, the use of the board was suitable for the students’ level of knowledge due to the fact that pupils had a notion of what wild animals were. Some of the students even got scared as they saw the snakes and the vultures because they had seen them before in movies and tales.

The names of the wild animals were distributed on the left side of the board, and their drawings on the right side. Both drawings and names were perfectly made that pupils did not have difficulty understanding what was being explained.

In the sixth class of the beginner level, the teacher used the board to write the name of the topic of the lesson which was about the use of “Can and cannot” for abilities and possibilities. The objective of the class was to learn about the things

they can and cannot do. The teacher drew two examples of can and cannot on the board. He wrote an affirmative and a negative sentence. For instance, he wrote “I can succeed”, and “I cannot be a loser”. He just gave a brief explanation of what that meant, and later he made the students say their own examples.

Not all of the students understood what the modal verb “can” was because the teacher provided little information about the topic with just a few examples. Some students understood what the teacher said because they had already seen that lesson before, but other students could not. After that, the teacher started to play a game with the students which had nothing in relation to the lesson. It is because of this that the use of the material was not pertinent for the students but more or less appropriate since some of the students understood what the lesson was and others did not.

The sentences were written on the upper part of the board, but that did not impede students to see because the letter size was average and visible.

In the seventh class, the board was used to let the students know the topic of the class which was “Pets”, and for questions regarding a movie that they watched in that lesson. The teacher reached the objective of the class which was that the students would answer the questions of the movie that were written on the board; thus, the board worked along with the movie that the students saw.

The whiteboard was pertinently used for the lesson since the questions that were written on the board were about “dogs and cats” ways of living. Students answered the questions that the teacher made. For instance, the teacher asked them “Where does the Chihuahua live?” they responded, “In a mansion”. Therefore, the objective of the lesson was accomplished by the pupils.

The teacher used the whiteboard appropriately according to the students’ age because the questions that were written on the board regarding pets were simple and

clear for kids to answer. Furthermore, the use of the material was suitable for the students' level of knowledge because they knew what pets were. They related their prior knowledge to the lesson, and also reinforced what they knew through the teacher's explanation.

The distribution of the words was done in a vertical position, but the meaning of them was in horizontal position. The size of the words was small at the beginning. Later, because of a student's suggestion the teacher erased the examples of some sentences and wrote bigger letter's size in order for the words to be visible for all of the students.

During the eighth observation there were numbers involved because the topic of the lesson was about "Math operations" with the objective of helping pupils use mathematical lexicon while doing math operations. Students were taught the names of the symbols and how they are used in operations like subtraction, addition, multiplication, and division.

The teacher wrote the names of the symbols on the board, and later he started to say the numbers and the mathematical symbols. Students understood the lesson because the explanation was well given. For instance, the teacher said three plus two equals five while writing the numbers and the symbols on the board. Some students came up to the board, and started doing some math operations where they had to say the numbers and the symbols. The lesson was relevant for the students because they learned how to use math operation lexicon in their second language.

The board included information about math operations, the pupils learned how to use mathematical lexicon as they did the mathematical operations on the board and on their notebooks; therefore it was used properly; thus, they

accomplished the objective of the class and learned content in relation to the topic of the lesson.

The material considered the students' age because the mathematical operations that they worked with had a lower level of difficulty which was adapted for children between 8 and 9 years old, so it can be concluded that the material was appropriate. In addition, the use of the board was suitable for their level of knowledge, due to the fact that students related the mathematical symbols that were taught in their native language with the ones in English, what the students learned was lexicon in English regarding mathematical operations such as addition, subtraction, multiplication, and division as well as using the math symbols such as plus (+), minus (-), (x) times and (/) divided by. Subsequently, students came up to the board to do some math operations where they had to say the names of the symbols, the numbers and the results in English. In short, there was some first language transition that helped pupils learn the mathematical operations in English more easily.

The symbols and the numbers were properly distributed on the board, and visible for the students to learn.

Songs

The teacher prepared a song activity in the first class out of the ten observed classes. The topic of the lesson was "Activity center" in which students listened to a song of kids mentioning a place where they can have fun and spend some time doing several entertaining activities such as climbing a wall, running around the park, skating, and so on. The main objective of the lesson was to help pupils identify what each individual from the picture is doing as they listen to the song. The teacher used a CD- player in order for the students to listen to the song.

The use of the song was pertinent because it talked about a place where kids have fun; therefore, the song was related to the topic of the lesson. In addition, pupils mimed what kids were doing in the activity center as they listened to the songs; thus, students accomplished the objective of the class.

This supplementary material was indeed appropriate for the students' age because it motivated them to do the tasks, and also because it was a song for kids with easy lexicon. Students sang, repeated the words, and later on, they started to identify what each individual was doing from the picture found in their textbooks. Therefore, the song worked along with the textbook as a guide for the pupils. Furthermore, the material was suitable for the students' level since they had some prior knowledge related to action verbs such as jump, run, walk, play, etc. This previous knowledge helped learners be aware of what the kids from the song were doing.

Concerning the quality of the sound it was just a bit loud because the students suggested the teacher to turn up the volume to hear the song well and then sing it out-loud. The rhythm was very contagious that the pupils decided to sing the song for 3 or 4 times.

Sound tracks

In the first class of the elementary level, the teacher used the cd-player so that students could listen to the soundtracks of voices of sea animals and their names as well. The topic of the lesson was about sea animals and its objective was to help pupils learn the names of the animals that are found in the sea. During the class, students listened to the soundtracks to learn the names of the sea animals; they repeated the names of the sea animals that are found in certain parts of the world.

There was pertinence in the supplementary material because it related the content of the class since the sounds pupils heard were related to sea animals and their environment like the sounds of the waves of the sea and the wind. Furthermore, pupils learned the names of the sea animals; thus, the objective of the class was fulfilled.

The use of the material was appropriate to the students' age because the sounds encouraged kids to interact as they listened to them; they pictured in their minds what those sea-animals were because they repeated their names and told their teacher about them. In addition, the material was suitable for their level because the soundtracks had information about certain sea-animals that the pupils already had learned in previous classes such as: fishes, whales, and dolphins. However, there were some sea-animals unknown for the students, but thanks to teacher's explanations and the soundtracks, pupils could learn about all the sea-animals that they heard.

The soundtracks were medium-loud and clear for the students to listen. Though the sounds were medium-loud they were also somewhat mellow that attracted the attention of the pupils.

Movies

There was a movie activity during the seventh observed class. The topic of the lesson was "Pets". The objective of the class was to make a summary of the movie, and with that students would determine the importance of taking care of animals. The pupils watched a rated-g movie called "Chihuahua" which was about pets. The students enjoyed the movie, and then the teacher asked questions to the students about it. For instance the teacher asked, "Where does the dog live?", "Who are its friends", "Is the Chihuahua big?"

The students responded to the questions and later asked about certain words they did not understand from the movie. The teacher explained the meaning of those unknown words. The use of the material was pertinent to the students because the movie was about “Cats and Dogs” and also because its message was related to the care of pets. Later on, students made a summary of the movie “Chihuahua”. Learners wrote about the most important events in the movie; thus they accomplished the objective of the lesson.

The movie was appropriate for the students’ age because it was a rated g movie which means that everybody could watch it, especially kids. Furthermore, the material was suitable to the students’ level because the movie had lexicon and expressions which were learned throughout the whole unit, though there were some questions about certain vocabulary, they understood the message of it.

The quality of the movie was excellent since it was a DVD format movie. There were just certain parts where the movie froze, but that was because of the DVD player and not the movie. The movie was indeed visible, and the volume was loud enough for the students because the educator brought speakers to hook them up to his laptop. Even though, there was only a medium-size laptop to show the movie, the students got to it because they were a small group.

Learning Styles

There were three learning styles that were taken into consideration for the teaching of the 8 year old- students (beginner level): Visual learning style, auditory learning style, and the tactile learning style. The educator used these learning styles because he noticed at the beginning of the course how the students best absorb information. The teacher used the visual learning style for some students who loved using flashcards, pictures, and written instructions. These students easily learned

what was taught by the teacher as he approached with this learning style and with the use of visual aids. According to Funder Standing (2008) “Learning often takes place in large visual chunks for visual learners. Within the classroom, educators can include charts, diagrams, and other visual aides to help the visual learner see the big-picture and understand new concepts”.

The auditory learning style worked for almost all the students, except for one who was a bit distracted. The students repeated out-loud the information they heard through the soundtracks and the song they listened to. Fleming (2010) stated that “Auditory learners are those who learn best through hearing things”.

In some classes, the teacher used the kinesthetic learning style for a student who loved drawing. As the teacher explained this student with an example of wild animals, the pupil immediately took his pen and started to draw a jungle with lions, elephants, monkeys, and so forth. These learning styles were applied in certain lessons, sometimes two of them were used in a class, and in other classes only one of them worked. Fleming (2010) reported “Kinesthetic learners are those who learn through experiencing or doing things”.

9 year-old students

Flash cards

In the first and third class-observations of the 9 year-old students (pre-intermediate level) the teacher used flash cards as supplementary materials for the lessons.

In the first class, the teacher showed images of people. Those people were related to each other because they were part of an extended and immediate family. The topic of the class was “Talking about your family”, and the objective was to learn how to use family words in English from both sides mother’s and father’s.

In the class students came up to the board; then, each student was given a flash card with a sticky tape in the back. Students were asked to match the flashcards with the blank squares that were in the family tree that was drawn in the board. For example, one card with an image of a person said “Amy’s brother-Carlos”. In the board there was a family tree, and the main individual was George. On top of George there were two individuals who were Amy and John who had a description that said “father” below John and mother below Amy, who in turn were George’s parents. Next to Amy there was a blank square with only a word below that said “uncle”. After that, pupils had to figure out where the flash cards were to be stuck. Some pupils were able to label the flash cards onto the right places; others needed some help in order to do the activity.

The material used in the class was pertinent for the students because the flashcards had family lexicon such as uncle, aunt, mother, father, brother, sister, grandfather, and so on; therefore, it was related to the topic of the lesson. At the end of the class, students learned some lexicon regarded family. For instance, one student said “my uncle’s name is Luis; another student said “My sister’s name is María Claudia”. Thus, students accomplished the objective of the class because they learned new words related to immediate and extended family.

The supplementary material was also considered to be appropriate for the students’ level because in the flashcards students recognized vocabulary regarding immediate family such as mother, father, brother, and sister. Students learned this lexicon in prior lessons. What students did not know was vocabulary related to extended family such as uncle, aunt, cousin, grandmother, etc. Nevertheless, the teacher used the flashcards with the known and unknown words in order to elicit the new vocabulary. For instance, he showed a flash card of a grandmother, and a

mother, then the teacher said, “Your mother’s mother is your grandmother; your sister’s mother is your aunt, and so on”. Subsequently, students could figure out the new lexicon because of the teacher’s explanation with the flashcards and the pupils’ previous knowledge. Furthermore, the use of the flashcards was suitable to the students’ age because these visual aids motivated the kids to learn and also encouraged them to participate in class.

The drawings in the flashcards were big and they had bright colors which attracted the children’s eye. In addition, the words regarding family were clear for the children to read.

During the third class, the teacher showed flashcards of some important places with people celebrating special events that occur in some parts of the world. The teacher did that because the topic of the class was about “Special events” whose main objective was to learn what people do in those events. The flash cards had no names, just images of places, thus students had to figure out which places were those and what special events were being celebrated.

For instance, a flashcard that the students quickly recognized was the one of “Christmas” since they saw a huge Christmas tree at a park. The material was pertinent for the lesson because all the images were related to special events such as (Christmas, Carnival, Halloween, etc.), and also because the topic of the class was very interesting for the students that they even learned a lot of content regarding special events.

The material addressed the students’ age since the flashcards had comic images which attracted the attention of the students, which means that it was used appropriately. Furthermore, the material was appropriate for the students’ level because they had an idea about some of those events that they even named some of

them, for example: “Christmas and Halloween”. This previous knowledge made the lesson a bit easier to reach the objective of the class.

The design and elaboration of the material was made with creativity because the images in the flashcards were cut-out drawings downloaded from the internet that were colored by the teacher. Thus, the drawings were colorful, of a medium size and visible for the kids.

Maps

Maps were only used once, and that was in the ninth class-observation. The teacher showed the pupils the map of the world. The map had the names of some countries of the world. The topic of the lesson was “Countries and Nationalities” and its objective to learn how to say the names of some countries and nationalities in English. The teacher explained that in those countries some languages are spoken. The teacher also explained how to say the nationalities of those countries in English. For instance, the teacher pointed out at a country in South America, like Brazil. He pronounced the name of the country, made the students repeat it and then he explained that Portuguese was the spoken language in Brazil.

Students noticed that some of the names of the languages and nationalities were the same, as in Korea, the language and nationality is Korean. After the teacher’s explanations the teacher made a draft on the board of the global map, but this time without names. Most pupils identified the countries, languages, and nationalities and told the teacher their names in English.

The map was pertinent for the class because it referred to the most important countries found in each continent of the world. In addition, most pupils learned how to say the names of some countries in English, their nationalities and languages as well; thus students fulfilled the objective of the lesson.

The material was appropriate for the students' level because pupils had an idea of which languages are spoken in certain countries like Colombia, Peru, Ecuador, and also the United States. They knew that English is spoken in the United States, and Spanish in the already mentioned countries. This information they knew because it was taught before in previous classes. Subsequently, students realized what was coming, and thus they were ready to learn through the map and the teacher's explanation. In addition, the map was appropriate for the pupils' age because it had a few images of things that helped students be aware of other countries. For example, there was an image of the statue of liberty in the United States, an image of a Chinese face in China, an image of bananas in Ecuador, an image of Kangaroos in New Zealand. These images found in the map motivated pupils to learn and participate in class.

The design of the map was relevant, practical, and unique which made the class simple for its study. The size of the map was big enough for the students to see. There were not many colors in the map because it was a simple one with the names of some of the countries of the world but not all of them. The map was a bit torn, but that did not impede students to learn.

Pictures

Pictures throughout the 10 observations were only used once, and that was in the sixth class. Images of places were shown to students. One picture of a beach, another one of the north pole, a third one of a forest with lots of trees and flowers, and the last one of a tree with its leaves falling. The teacher explained that the beach is usually a hot scenario where lots of people go in summer season. The North Pole represented a cold scenario where people go skiing, snowboarding, and so forth. This cold scenario represented the winter season. The forest with its trees and flowers

represented the spring season as a warm scenario where everything is beautiful. The picture of a tree with its leaves falling represented a windy and cool scenario as in the fall season.

The topic of the class was “Seasons of the year” and its objective to identify weather changes in each season of the year whether if it is cold, hot, warm or cool. The material was pertinent because the images represented the seasons of the year, and because they encouraged students to participate in class and ask questions about the topic of the lesson. In addition, students learned that the weather changes in each season of the year because of the pictures they saw. They had a picture in their mind of those sensations. Thus, students accomplished the objective of the class.

The pictures were appropriate for the students’ age because the images motivated pupils to learn and have an idea of what it feels like to be in places like the beach, the North Pole, etc. Thus, students learned what cold, hot, cool and warm meant thanks to the teacher’s explanation through the pictures. Furthermore, the use of the material was suitable for the students’ level since students had learned in a prior lesson about the weather. Therefore, learners associated their knowledge about the weather with the different seasons of the year and the climate changes in each one of the seasons.

The images in the pictures properly illustrated the content of the lesson and transmitted the characteristics of the weather and the seasons of the year. They were colorful and attractive for the kids. The size of the photos was average and clear for anyone to see.

Word cards

During the fifth observed class, word cards were used once. The topic of the lesson was “This is my room” and its objective to identify the names of each room of

the house. The teacher made word cards with the names of the most important rooms found in the house, such as the bedroom, the bathroom, the living room, the dining room, and the kitchen. On the board, it was drawn a house divided into different rooms, and every room had its items.

At first, pupils had to stick the word cards with the names of each room on the whiteboard. Later on, the teacher gave the students more cards, but this time with the names of the items found in the rooms. Some students stuck the words onto the right objects, others could not. The teacher later explained what those objects were, and then he made the students once again stick the word cards onto the right items.

The supporting material was pertinent due to the fact that the word cards contained names of household items; therefore, they were related to the content of the topic. At the end of the lesson pupils learned to identify each room of the house; thus, they reached the objective of the class.

The word cards were appropriate for the students' level since learners had already learned the names of some rooms of the house like the bathroom and the bedroom; therefore; they associated that prior knowledge to what was being explained by the teacher. Furthermore, the use word cards were suitable for the students' age because the pupils had no difficulties using the word cards; they found the word cards practical and very motivating for the class that they loved working with them.

The quality of the material was brilliant since the word cards were colorful, of an average size and with an understandable handwriting.

Whiteboard

The whiteboard was used in almost all classes except in the ninth class. During the first class the teacher drew a tree with lots of branches. Each branch had a

common family word like mother, father, grandma, grandpa, uncle, aunt, and so forth. The topic of the lesson was “Talking about your family”, and its objective was to learn family words from both immediate and extended family. For instance, the teacher wrote on the board Carlos’ mother’s name is “Ana”. Then, he wrote next to Ana, her sister’s name is “Laura”. And finally, he said “Carlos’ mother’s sister who is Laura is Carlos’ aunt”. After that, the students learned new lexicon about family words and repeated phrases such as: My uncle’s name is Charles, he is my Dad’s brother; my aunt’s name is Christine, she is my Mom’s sister, and so on.

This learning material was considered to be pertinent because all of the examples were related to the content of the lesson (Family). The students were encouraged to write their own examples, and since the explanation was clear, they did what was asked. Furthermore, pupils learned family words; thus, they fulfilled with the objective of the class.

The use of the whiteboard considered the students’ level of knowledge because there were some extended family lexicon that the pupils already knew like mother, sister, uncle, aunt, and so forth. This aspect makes the material appropriate. Therefore, thanks to teacher’s support learners associated new vocabulary with the previous knowledge they had, and then, reinforced what they had learned before. In addition, the use of the material was suitable for the students’ age due to the fact that the explanation given by the teacher through the board was clear and simple which helped students understand what was written and drawn.

The family tree was drawn in the middle of the board, and then the branches were distributed to the sides. The words were big and clear enough for the students to see.

In the second class, the teacher wrote on the board the dates of some important events. The topic of the class was “Ordinal numbers and dates” the objective was to learn to say the dates of the most important events throughout the world by using ordinal numbers. The teacher gave an excellent explanation about ordinal numbers and the use of them in dates. For example, the teacher wrote on the board ordinal numbers like first, second, third and so on. Then he wrote on the board examples of ordinal numbers in dates such as: Dennis birthday is on May 15th or it is on the 15th of May; mother’s date is on the second week of May. Students came up to the board and wrote the most important events for them in order to practice the things they had learned.

The use of the whiteboard was pertinent because the teacher used ordinal numbers in examples with dates of the most important events in the world. In addition, students participated in class and could name and write the names of some of those events; therefore, pupils accomplished the objective of the lesson proposed by the teacher.

The material was appropriate for the level of the students because they learned in prior lessons the numbers and the months of the year. That previous knowledge helped students learn about the ordinal numbers and how to use them in dates. Furthermore, the use of the whiteboard was suitable for the students’ age since the teacher made his explanation uncomplicated for 9 year-old kids to learn. The teacher wrote simple examples on the board in relation to dates; thus, students could understand the lesson.

The distribution of the dates was all over the board, but the teacher moved around where the words were written in order to draw the students’ attention since they were focusing on what the teacher was doing. The teacher used two markers of

a different color, a red one and blue one; the red one to write the ordinal numbers, and the blue one for the examples of ordinal numbers in dates. The size of the letter was visible; thus, pupils had no difficulties looking at the dates and the teacher's explanation.

In the third class of the pre-intermediate level, the teacher wrote the names of some events, some of them known and some of them unknown for the pupils. The topic of the class was about "Special events". The teacher worked along with the board and the flashcards. The board was used to show the students the names of the events; and the flash cards to show pupils the images of those events. The teacher explained that there are several customs and traditions in every country of the world, some traditions are the same, others similar, and others totally different. The objective of the class was to learn what people do in those special events.

The way the teacher used the whiteboard was pertinent for the lesson because the information written on the board was indeed related to the most important events in the world. For instance, the teacher wrote Christmas, Mother's day, Halloween, etc. Furthermore, students learned what people do in those events due to the teacher's explanation and also because the students had a notion about the topic; thus, pupils accomplished the objective of the class.

The use of the board was appropriate for the students' level of knowledge because they could recognize the names of some important events like Christmas, New Year's Eve, the child's day and some others. There were some other events that were unknown for them like thanksgiving. Subsequently, the teacher explained what thanksgiving was by drawing and writing examples on the board like turkey, pilgrims, Indians, etc. In addition, the material was suitable for the students' age because the teacher used the board to give an explanation of the lesson in a way that

was interesting and simple for kids to be motivated in class. The drawings and the names of the events caught up the students' attention.

The distribution of the drawings and words was perfectly set by the teacher because the events were divided by columns that the students were able to visualize the information without problems. In addition, the examples were well drawn and written for the students to learn.

During the fourth class-observation the teacher drew a neighborhood with convenient stores, a grocery store, a park, and houses. The topic of the class was "Grocery and convenient stores" whose objective was to make a list of the things people need to buy for the week. For instance, the teacher wrote down on the board a list of the things he needed to buy in order to be neat to go to work. He made a list of grooming items like toothpaste, shampoo, deodorant, dental floss, soap, and so forth. Subsequently, the teacher made drawings for some of the items and then asked where they can get them. The teacher explained what convenient stores, grocery stores are. Subsequently, pupils responded the questions made by the teacher regarding to these places.

The whiteboard was pertinent for the lesson because the examples were clear for the students and related to the topic of the lesson. Students realized that it is important to go these stores in order to get the needful things of life. Furthermore, pupils wrote a list of the things they needed to buy for the week since the teacher asked them to do that after the explanation; therefore, students fulfilled the objective of the class.

The material used by the teacher was appropriate for the students' level because most of these kids were taught before about grooming items such as shampoo, deodorant, toothpaste, and so forth, and how they must use them in

everyday life. Therefore, pupils had prior knowledge of the topic that helped them learn more about convenient and grocery stores. Furthermore, the material was suitable for the age of the students due to the fact that it motivated them to participate and also because the teacher made the class easy for the children to understand what these stores are.

The drawings made on the board were of a medium size, they were not colorful since only one marker was used. The handwriting was understandable and clear for the students to read.

In the fifth class, the teacher drew a house with all of the most important rooms like the bedroom, the bathroom, the living room, the dining room and the kitchen. Students worked with word cards and the board for a matching activity. The topic of the class was “This is my room” and the objective was to identify the names of each room of the house. Subsequently, the teacher started to draw more furniture and items that are found in those rooms for example a stove for the kitchen; a nightstand for the bedroom, a coffee table for the living room and so forth. Later on, with word cards the teacher brought, he made his pupils to work on a matching activity where they had to stick the word cards onto the drawings that were made on the board.

The material was pertinent because the drawing that the teacher made on the board was a house with its rooms, furniture and items; therefore, it was related to the content of the class. At the end of the lesson, thanks to the teacher’s explanations, students could learn the names of the rooms of the house; thus, pupils accomplished the objective of the lesson.

The whiteboard in the class was used appropriately for the level of the students due to the fact that they learned in a prior lesson about household items.

Therefore, pupils related their prior knowledge in order to do the matching activity that was assigned by the teacher regarding rooms. Furthermore, the use of the material was appropriate for the age of the pupils because the drawings that the teacher made on the board were elaborated with creativity and originality that they awoke curiosity on part of the students, which they in turn asked many questions about what was drawn. Thus, students participated and made the class more meaningful.

The distribution of the drawings was in the lower part of the board; thus, pupils could do the matching activity and stick the word cards on it. The size of the drawings was quite big in order for students to visualize them without any problems.

In the sixth class-observation, the topic of the lesson was “The seasons of the year”, and the objective was to learn the weather changes in each season of the year whether if it is cold, hot, warm or cool. In the class the teacher made 4 drawings that represented the 4 seasons of the year which are the spring, the summer, the fall, and the winter. Subsequently, the teacher also drew a thermometer. She explained that the temperature varies in each season due to climate changes.

The use of the material was pertinent according to the content of the lesson because the drawings that were made on the board were about the weather and the seasons of the year, and also because pupils learned to differentiate weather changes according to temperature variations; therefore, students fulfilled the objective of the class and contributed to the teacher as they participated and asked questions.

The way the teacher used the whiteboard was appropriate for the level of the students because students had learned in previous lessons all about temperature adjectives. Thus, with the knowledge students had, they were able to learn about the seasons of the year. Moreover, the use of the material was appropriate for the

students' age because the explanation that the teacher made on the board was clear with big drawings and examples with caught the students' attention and made them to be focused throughout the whole class.

The distributions of the drawings were at almost each side of the board. The drawings were quite big that all the students got to see them. The information in the board was done with two markers red and black. The red marker was used to indicate the temperature, and the black one for the drawings.

During the seventh class, the teacher drew a man on the board, and started to write the external parts of a man's body. The teacher did that because the topic of the class was "Body parts", whose objective was to identify the most important body parts through the explanation of the lesson and a game called shoulder, knees and toes. For instance, the teacher pointed at the man that it was drawn on the board and said "this is his head, these are his shoulders, these are his knees, and these are his toes." After students were taught the body parts, they became ready to do the activity. The learners stood up and started to use both hands to touch their body parts and say "head, shoulders, knees, and toes", they repeated that several times until they learned the activity.

The use of the material was pertinent because the information written on the board contained the names of some external parts of the body. In addition, the students were motivated to see the drawing of the man, and learned the body parts as they looked at the board and played the game. Thus, the material was related to the content of the class and students reached the objective of the lesson.

The whiteboard was used in an appropriate way for the level of the students because they related the drawing of the man with their body parts; thus, students easily understood the game and learned new lexicon regarding the topic of the

lesson. In addition, the use of the material was also suitable for the age of the pupils because the drawing of the man had only the basic external parts of the body; therefore, the children had no difficulties learning because the explanation was simple, clear, and adapted to the content they needed to know.

The man with its body parts was drawn in the middle of the board. The size of drawing was of medium size, but visible and clear for the pupils; the handwriting of the words was also clear and understandable for the children.

During the eight class, the topic of the lesson was “Party time” and the objective was to learn how to use “there is” for singular and massive nouns, and “there are” for plural nouns. The teacher drew party items such as balloons, streamers, whistles, snacks, and so on. Then, the teacher started to use there is for singular nouns like there is a cake on the table, there is a bowl on the tray; and there are for plural nouns like, there are 10 balloons on the wall, there are a lot of streamers, and so on.

The way the material was presented was thought to be pertinent because the explanation of “there is and there are” was made with party supplies; therefore, the illustration was related to the topic of the class. The objective of the lesson was reached because they learned that “there is” is used for singular nouns, and “there are” for plural nouns as they looked at the examples with party items that the teacher showed on the board.

The material was appropriate for the age of the students because the lexicon that was used was easy to understand; the drawings of the party supplies encouraged pupils to ask questions and participate in class. Moreover, the material was suitable for the pupils’ level because the students had some prior knowledge in relation to

nouns and adjectives; thus, they related what they knew and figured out what “there is” and “there are” meant.

The objects that were made on the board were of a medium size, very creative and original. In addition, all of the information was distributed in almost all the space of the board.

In the last class-observation of the pre-intermediate level, the teacher drew on the board clothing items such as pants, blouses, skirts, and t-shirts. There were 3 sizes drawn per each item: small, medium, and large. The topic of the lesson was “Clothing items” and the objective of the lesson was to learn how to use adjectives of size such as big, small, long, short, and vocabulary related to clothing. The drawings were all well made. The teacher drew three shirts, three blouses, three skirts, but all of them in different sizes; therefore, students learned new vocabulary and what sizes fitted perfectly for them.

The material used was thought to be pertinent since the drawings represented the clothing-size for people to wear. Students also learned that there are different kinds of sizes according to the body contexture of the people; thus, they fulfilled the objective of the lesson.

The use of the board was appropriate for the pupils’ level because they were related to the topic “clothing items” with the clothes they wear every day; therefore, students used what they knew as backup information in order to learn. In addition, the use of the material was suitable for the age of the students because the teacher made the drawings on the board attractive for the kids in order for them to be motivated to learn.

The drawings were distributed all over the board. The drawings were not colorful, but they were visible for students to learn. In addition, the handwriting of the sentences that the teachers used was understandable for anyone to read.

Soundtracks

Soundtracks were used twice throughout the 10 class-observations. They were used in the first and second class. During the first class the teacher used the cd-player to play soundtracks of family words such as mother, father, brother, uncle, aunt, and so forth. Students repeated the words they heard, and practiced their pronunciation and spelling. The objective of the lesson was to learn how to use family words which included their immediate and extended family, such as mother, sister, uncle, aunt, etc.

Soundtracks were used in a pertinent way because the words that the students heard and repeated were related to the topic of the class “Family”. Subsequently, the objective of the class was achieved. Students learned how to use the words given as they heard and read them.

The material was appropriate for the students’ age since the words pupils heard were not hard to be pronounced and also because the soundtracks motivated the kids to read the information that they had in their textbooks. Moreover, the use of the soundtracks was suitable for their level of knowledge since the words that the pupils heard were familiar to them due to the fact that they knew what simple family words were such as mother, and father. Students learned more vocabulary about family as they listened to the soundtracks, read the information on their textbooks and paid attention to the teacher’s explanation.

The volume was loud enough for students to hear. There were neither stops nor scratches in the soundtracks; therefore, the quality of the sound was perfect.

During the second class-observation students were told to look at the dates of some important events throughout the world. As they were looking at the dates, the teacher played the soundtracks in order for students to listen to the words and improve their pronunciation. The topic of the lesson was “Ordinal numbers and dates” whose objective was to learn to use ordinal numbers in dates of the most important events of the world.

The use of the soundtracks was pertinent because as pupils heard and repeated the sounds they could learn how to say the dates of certain events; thus, they achieved the objective of the class proposed by the teacher. For instance, the pupils heard “New year’s eve is on December 31st”, “Mother’s day is on the second week of May”, and so on. In short, everything that was taught was related to the content of the lesson.

This material was appropriate regarding the students’ level because students had prior knowledge about the months of the year and the numbers; and also because pupils could listen to the different ways in which dates can be said; therefore, they related that knowledge to the new things that they were learning. In addition, the soundtracks were suitable for the pupil’s age because the sounds made students to be focused on the lesson in order to learn.

The quality of the sound was perfect. It was loud enough for pupils to hear. In addition, the soundtracks had no distortion at all.

Learning styles

The teacher prepared in advance supplementary materials that worked best for the students’ ways of learning. There were three ways in which these learners grasped information quickly and easily through the visual learning style, the auditory learning style, and the kinesthetic learning one. Pictures, maps, flashcards,

soundtracks, among other didactic materials were used because learners at that age get the information easily as they see it and visualize it. When they see it, it is like they have a picture in their mind of what is going on; when learners hear the information they record it in their minds. The auditory learning style was manifested when the soundtracks were played.

Moreover, the kinesthetic learning style was also considered in some classes. For instance, the teacher used this learning style as he was teaching the “body parts”, the students were motivated in the class because they used their body to play the game “shoulder, knees, and toes”. The teacher applied the kinesthetic learning style because he noticed that most of his students were hyper active; therefore, it worked well for them.

The teacher of this group explained that he started to notice how his students learned best. It was not easy to know that when he first started the group-level. However, as the teacher was using the different supplementary materials, he realized how each and every one of his students best absorbed information. Subsequently, he started to use supporting materials that would work best for all his students’ ways of learning. Furthermore, the students declared that they are more motivated in class as they had worked with pictures, maps, drawings on the board because according to them, the class is more fun and interesting.

Students preferentially take in and process information in different ways: by seeing, and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. Teaching methods also vary. Some instructors lecture, others demonstrate or lead students to self-discovery, some focus on principles and others on applications; some emphasize memory and others understanding (Felder & Henriques, 1995).

10 year-old students

Pictures

Pictures were only used in the ninth observed class. Photos of some places that the teacher had visited before were given to students. The topic of the lesson was “Street-Life” whose objective was to describe a picture of a neighborhood in a city. For instance, the teacher looked at one of the photos of a guy riding his bike. She pointed out at the picture and told her students “The boy is riding his bike along the road”. Then the teacher asked her students to describe the other pictures, and that was what they did.

The use of the material was pertinent because the images described events and situations that happen in the city center; therefore, the material was related to the content of the lesson. In addition, students learned how to describe events in a better way since the photos helped them have an idea of what was happening. Thus, pupils accomplished the objective of the class.

The pictures were appropriate for the pupils’ age because students were motivated to work with them due to the fact that the images were brilliant and captivating. In addition, the pictures were suitable for the students’ level since they had already learned the present continuous tense; therefore, it was not hard for the students to do ongoing descriptions.

The pictures were taken in real places where the teacher had been before; therefore, the material was considered original and unique for the students. In addition, the pictures were brand new, colorful, and of an average size.

Handouts

Handouts were only used 4 times throughout the class-observations of the intermediate level, and that happened in the first, fifth, sixth, and tenth class. In the

first class, students were given handouts with information about food and drinks. The topic of the lesson was “Eating and drinking”, and its objective was to categorize countable and uncountable nouns from the food and drinks. The teacher explained that there are some nouns that they can count and others that cannot be counted. For instance, the teacher made students look at the information found in the handouts. Students read “There are three oranges in the basket”, and “There is a lot of water in the pitcher”. After that, the teacher asked students if they could count the oranges. They said “yes”, and later she asked them if they could count the water. They said “no”. Pupils figured out what elements were countable and what elements were uncountable. Subsequently, students had to classify the foods that were countable from the uncountable ones. The same thing was done with the drinks.

The material was pertinent because the information it contained was about fruits like apples, pears, bananas; vegetables like cucumbers, tomatoes; juices like orange juice, apple juice, etc. In short, all the vocabulary found in the handouts was related to the content of the lesson. At the end of the class students could categorize the countable nouns and the uncountable ones; thus, they fulfilled the objective of the class.

The information in the handouts was appropriate for the level of the students due to the fact that they knew about food and drinks. As learners saw the images and the information in the handouts, they noticed that it was related to food. In addition, the use of the material was suitable for the age of the students because they loved the fact that the topic of the lesson was about food; thus, students were motivated to participate in class and asked a lot of questions about the topic.

The handouts were printed in a black and white color. It was just a bit hard to see one the pictures printed in the handouts and the information below, but the

teacher cleared that up. The rest of the information was clear and visible. The handouts were printed in sheets of paper A4 format. The quality of the material was simple, but practical for the lesson.

In the fifth class, students were given handouts with the lyrics of a song named “You’re beautiful”. The topic of the class was “Life and love” and the objective was to build up new vocabulary regarding love and the good things of life. Students would also improve their pronunciation and fluency as they practice the song.

The material was pertinent for the class since the information that it was found in the handouts was about love and the good things of life. Thus, the material was related to the content of the lesson. Subsequently, students learned new lexicon about life and love and improved their fluency and pronunciation as they sang the song. In short, the pupils were able to accomplish the objective of the lesson.

The material was considered appropriate for the students’ level due to the fact that the lyrics had the vocabulary, grammar, and sentence structure that they had learned before. For instance, the students read the information of the lyrics “My life is pretty, my life is pure, I saw an angel of that I’m sure”, and then the chorus “You’re beautiful, It’s true”. Students had already learned adjectives that describe feelings and places; therefore, it was not hard for them to figure out the meaning of those lines that they read. The use of the handouts was also appropriate for the pupils’ age due because they got excited to know that there was going to be a song activity. Subsequently, students quickly checked the song in order to know what it meant.

The handouts were printed in a black and white color; they were not blurred at all. The size of the words was big enough for the students to see.

In the sixth class, students were given handouts with questions in the simple past tense. Students had to respond to those questions. The questions written on the handouts were about simple past activities. The topic of the lesson was “When was the last time you...” and the objective was to answer the written questions, taking into consideration the use of the simple past tense, and the use of regular and irregular verbs. In the handouts there were questions like: What did you do last Friday night? Did you go to a club? When was the last time you went dancing? Students answered the questions; the teacher helped them out by telling some of the students the simple past forms of the verbs.

The material was pertinent because the questions that were found in the handouts were made in the simple past, and also because the students learned the importance of telling their free time activities that happened throughout the week. Subsequently, pupils answered the questions thanks to the teacher’s explanation. Thus, students were able to accomplish the objective of the class.

The material was also appropriate for the students’ level because they had already learned the regular and irregular past form of the verbs. Because of that prior knowledge, it became less difficult for the students to answer the questions that were made in the simple past tense. In addition, the handouts were suitable for the pupils’ age since the information was simple and clear to be understood which helped students to be encouraged to learn and participate in class.

The handouts were printed in a blue color. It was not colorful because it was only a one-color letter, but the information was clear for the children to read. In short, the quality of the material was simple, but practical for grammar exercises.

In the tenth class, students were given handouts with information about the media and technology and how to communicate. The topic of the lesson was

“Keeping in touch”, and the objective was to learn the several ways of communicating through the media. Students would also learn about the new and old ways of communicating through it.

There was support from the teacher regarding new vocabulary; the teacher gave hints to the students to figure out the meaning of the words. For instance, the teacher told her students to look at the word “wireless internet”. Students saw in the handouts a modem and three students with their laptops and the word wireless internet on top of that. The teacher explained that those students had internet connection because of the modem that it was there. Then, she explained that because of that modem they had wireless internet which meant that there was not a need of a wire to be connected to have internet access. Finally students understood what wireless internet meant. Subsequently, students had to do some matching and completing exercises.

The handouts contained information about the media and technology, this was considered to be pertinent and they were related to the content of the lesson. In addition, students learned that there are more ways to communicate besides the internet. For instance, the teacher taught them that back in time people who lived far away from their relatives communicated through regular mail. They had to wait days, weeks and sometimes months in order to get the letters, all of this depended on the distance and the circumstances of the countries.

The material was considered appropriate for the students’ level because pupils in previous lessons were taught about the benefits of having internet access. Because of this, students easily learned how they can communicate faster through the internet. Furthermore, the material was suitable for the pupils’ age since its content was simple with meaningful examples. For instance, there were images of kids

communicating through the internet, and also of kids communicating by regular mail. These illustrations awoke curiosity and interest for the kids to ask questions about the topic and also to participate in class.

The information in the handouts was clear and colorful. The letter type was legible and the illustrations of an average size. In addition, the handouts were neat and without grammatical mistakes.

Whiteboard

Throughout the ten class-observations, the whiteboard was used eight times in the first, second, third, fourth, seventh, eighth, ninth, and tenth class. In the first class, the teacher used the board to give a brief explanation of countable and uncountable nouns. She also explained that massive nouns belonged to the uncountable group. The topic of the class was “Eating and drinking” and the objective was to categorize countable and uncountable nouns from the food and drinks.

The teacher gave the explanation of countable and uncountable nouns with examples of food and drinks. For instance, the educator wrote on the board the following nouns: apples, water, beans, potatoes, milk, beef, and some others. After that, she started to ask questions to the students like how much milk do they drink? How many apples do they eat a day? Students gave answers like 1 apple, 2 apples, 1 glass of milk, and 2 glasses of milk. The teacher wrote down the answers on the board, and later said, “Why is it that for the first question we use much?” and “Why is it that for the second question we use many?” The teacher explained that “how much” is used to make questions with uncountable nouns and “how many” to make questions with countable ones.

The use of the material was pertinent for the class because the explanation of the countable and uncountable nouns was made with examples of food and drinks; therefore, the information that it was written was related to the topic of the lesson. Furthermore, after the teacher's explanation, students were able to categorize the countable nouns from the uncountable ones; thus, students fulfilled the objective of the class.

The use of the board was appropriate for the students' level because they had some background knowledge of singular and plural nouns. Students just related that knowledge in order to understand what countable and uncountable nouns were. In addition, the use of the material was suitable for the pupils' age due to the fact the topic of the lesson which was related to food awoke the students' interest, thus they were motivated to learn and participate in class.

The whiteboard was practical and very helpful for the class. The information was distributed on the left side of the board. The size of the letters was average and visible for the students. In addition, the handwriting of the teacher was clear enough for the students to understand what was being taught.

In the second class-observation, the teacher used the board to explain some grammar points about the uses of some and any within statements, answers and questions. The topic of the lesson was "some and any" and its objective was to learn how to differentiate any and some. The educator wrote on the board the uses of some for: questions with would, questions of requests like Can I have some....? Could you give some of the....? , and for affirmative statements and answers such as: yes, I have some; my sister has some oranges in her refrigerator. On the other hand, any is used for negative statements and answers; questions with "Is there any...? Are there any....?" For instance, the teacher wrote some examples such as: I do not have any

money, I do not have any; Is there any milk left? Are there any bananas in the basket? , and some other examples.

The information presented in this material was pertinent since it was related to the content of the lesson which was the use of some and any into questions and statements. At the end of the class students learned the differences between some and any and how they are used within questions and statements; thus, pupils accomplished the objective of the lesson.

The material was appropriate for the students' level due to the fact that the examples that were made were according to the level of lexicon that the students had, and also because these students learn more grammar topics with explanations through the whiteboard. Furthermore, the information in the whiteboard was suitable for the age of the students because the teacher gave a lot of simple examples in order for students to better comprehend the grammatical points of any and some.

The questions were distributed on the left, and the sentences on the right side of the board. Some students asked questions about some words they could not distinguish because the handwriting of the teacher was just bit difficult to understand, but not all the words, just some. The teacher read the sentences and that is how the students knew what was written.

During the third class-observation, the teacher wrote on the board a dialogue, and later she explained what was going on in a restaurant. The topic of the lesson was "Ordering food and drinks", that is why the teacher taught pupils how to request for meals. After the teacher's explanation, learners reached the objective which was to learn how to ask for meals as they go to restaurants, cafés, ice-cream parlors, and so forth. It was well done the way the teacher made the drawing of the fast food restaurant, and the individual who was asking for a meal. For instance, the teacher

used expressions like Can I get some chicken salad? ; Your total is 9.49; do you want your meal for here or to go?

The information in the whiteboard was pertinent because the questions that the teacher made were the common ones for requesting for things when people go to these places in order to eat. Therefore, the information was related to the topic of the lesson. In addition, the students learned how to request for meals in a simple way as they practiced among each other.

The use of the board was appropriate for the pupils' level due to the fact that the examples through the dialogue had expressions that were taught before. Therefore, it was less difficult for the students to learn how to request for meals. In addition, the information in the board was also suitable for the age of the kids because the dialogue that the teacher made was simple with easy expressions in order for them to apply it without having much trouble in reading it and producing it as they speak.

The handwriting of the teacher was clear; she used two colors of markers red and blue, the red for the topic and subtopics and the blue one for the main content. This made the use of the material be livelier for the teaching of the topic. In addition, the letter size was visible for the pupils to understand what was written.

In the fourth class-observation, the teacher wrote on the board the names of some famous people who made history all over the world. The topic of the class was "Famous people" and its objective to describe the things that these people did in order to be known in the world. The teacher wrote the names of famous people that were unknown for the students; therefore, they were not motivated to learn about people who had not even heard. That is the only thing the teacher did with the board, and later the teacher just talked about those famous people who were only known for

her. Therefore, the use of the material was considered inappropriate for the students' level and age.

The use of the board was pertinent since the teacher talked about famous people, thus it was related to the topic of the lesson. However, as it was stated before, the use of the material was not appropriate for the level of the students or for their age because the information given about famous people was unknown for them and not interesting for them to be motivated to learn.

The names were distributed in the upper part of the board, the handwriting was clear and visible, but there was not enough information to see.

During the seventh observation, the teacher asked questions about the things they love buying when they go shopping. Later, the teacher wrote on the board those items and gave them adjectives in order to make comparisons. The topic of the lesson was "Buying and selling", and the objective was to compare things by using short and long adjectives. After the explanation given by the teacher, students made comparisons using long and short adjectives, they did it on the whiteboard. For example, the teacher drew two shirts on the board, one small, and another one large. Then she wrote, the words small and large, and later explained that for short adjectives when making comparisons, it is only necessary to add the suffix "er". Subsequently, the teacher wrote the words expensive and cheap. She called one student to come up to the board to write the comparative form of those adjectives, the student made the comparison with the word cheap, but not with the word expensive. Then, the teacher explained that for long adjectives the word more is added before the adjective. Finally, the student wrote two comparisons using those two adjectives.

The information on the board was pertinent because the teacher made comparisons with items that people usually buy at stores such as clothes and food;

therefore, the examples were related to the topic of the lesson. Though students made mistakes, they learned how to compare 2 things or two people with the comparative form of the adjectives, this made possible for the teacher to fulfill the objective of the class.

The use of the material was appropriate for the students' level because students learned about adjectives before this lesson; therefore it became less difficult for them to learn the comparative form of the adjectives. In addition, the information was suitable for the pupils' age because the students were encouraged to make comparisons with objects that they were familiar with. The teacher gave pupils options of what objects to choose in order to make comparisons.

The distribution of the written information and the illustrations was all over the board. The illustrations were well drawn and the handwriting was clear enough for its understanding.

In the eight class-observation of the intermediate level, the teacher wrote on the wall the rules related to present continuous tense, the structure and its uses. The topic of the class was "Present continuous tense- Street life" and its objective to learn how to use the present continuous tense in everyday life. The students reached the objective of the lesson due to the fact that they realized that the activities that happen at the moment of speaking are different from the ones that normally happen, such as routines and habits. For instance, the teacher wrote the formula for the structure of the present continuous tense which is: Subject + Verb to be+ Base form of verbs + ing + Complement. After that, the educator wrote an example as in "Johnny is chewing gum".

The teacher explained what chew meant, and then she made the students to write their own examples. The learners did a great job writing the examples. First,

they did it on their notebooks, and then they came up to the board to write those examples. There was only one student who made mistakes, but the rest of them understood what the teacher explained.

The use of the whiteboard was pertinent because the explanations of the descriptions were about situations that happen in the city and its surroundings; therefore, it was related to the topic of the lesson. At the end of the class, students accomplished the objective because they learned how to make statements in the present continuous tense in ongoing situations by using examples that happen downtown.

The use of the material was considered appropriate for the students' level because students knew already what simple present tense was. That prior knowledge helped students to be aware as they wrote examples in the present continuous tense because pupils learned that it was only used for ongoing activities and not for permanent events or routines. Furthermore, information written on the board was suitable for the students' age because the teacher explained the class in an easy way and giving lots of examples in order for 10 year old children to comprehend.

The lesson through the board had creativity because the teacher made some drawings and statements to explain what the present continuous was all about. The distribution of the information was in the center part of the board, the handwriting was clear, and the size of the words was big. The information written on the board was not colorful because the teacher only used one marker.

During the ninth class-observation, the teacher used the board to make a quick review of the present continuous tense that was taught in the prior lesson. The teacher did that because students had to do a description of a picture. The topic of the lesson was "Street-life" whose objective was to describe a picture after the teacher's

explanation. For instance, the teacher asked “Where is the old lady going?” students looked at the picture and then responded, “To the hospital”.

The use of the material was pertinent because the descriptions were about situations that happen downtown, and also because the present continuous was used for the descriptions; thus, the information was related to the topic of the lesson. Finally, students accomplished the objective of the lesson due to the explanation given through the board.

The board was appropriate for the students’ level because they knew what was being taught due the fact that the class was a review of a prior one regarding the use of the present continuous tense in descriptions. The use of the whiteboard was also suitable for the pupils’ age since they were given lots of simple and easy examples that were not hard to be understood, and thus, students had a clearer idea of what the present continuous is in everyday life situations.

The information was distributed all over the board; the handwriting was clear and visible for the pupils; the size of the letter was average.

In the last class-observation of the 10 year- old students, the teacher wrote on the board definitions of unknown words for the students. Students were doing a video activity. Questions were made as they were watching the video. Those questions were only about vocabulary unknown for the students. The topic of the lesson was “keeping in touch” whose main objective was to learn several ways of communicating through the media and technology. For instance, the teacher wrote “Video-calls, instant messaging, phone calls and emails”.

The teacher explained that video-calls are the ones people use through the internet in order to communicate with people who live far away, and that they get the chance to see each other, no matter where you are, as long as you have internet

access, there will be communication. She also drew two continents America and Europe. She explained that she communicates with her aunt who lives in Italy through the web-cam, and that it is cheaper than making a regular phone call.

The board was used pertinently because the information was about the ways in which people communicate when there is a distance among them, in this case through the internet and phone calls. Furthermore, students learned that there is more than way to communicate; thus, they fulfilled the objective of the lesson.

The use of the material was appropriate for the students' level since they had a notion about communication; in this case the internet was the medium that they knew the most. The information on the board was suitable for the pupil's age because the teacher made a lot of examples through drawings in order to explain the kids the class so that they not have difficulties understanding what was being taught; thus, students of that group were able to grasp information more easily.

The distribution of the words was on the upper part of the board, and the drawing from the center to the lower part of the board. The drawing of the continent was well made; it was big and very creative. The letter-size of the definitions was kind of small for the students to see, but because of the explanation through the drawing students could understand the lesson.

Songs

The teacher played a song with his guitar. The name of the song was "You're beautiful". The only song activity was in the fifth observation of the intermediate level. The topic of the lesson was "Life and love" whose objective was to build up new vocabulary regarding love and the good things of life; students would also improve their pronunciation and fluency as they sang the song. For instance, the students started to sing along with the teacher, and started to practice their

pronunciation as they were reading and listening to the song. They loved singing the chorus “You’re beautiful, you’re beautiful, it’s true”.

The material was pertinent for the teaching of the lesson because the verses contained information of the topic of the class which was “Life and love” and also because the objective of the class was fulfilled as students learned new lexicon in relation to the good things of life.

The song was appropriate for the students’ level because they had some knowledge of what love was, and also because they were taught before about abstract adjectives in English such as love, patience, hope, etc.; therefore, pupils figured that the song had an interesting message to tell. The material was also suitable for the students’ level because the vocabulary it had was for 10 year-old children since they start the stage of adolescence and it is important for them to learn those expressions of love because they experience new emotions and feelings at that age.

The quality of the song was unique for the activity and relevant for teaching the lesson due to its mellow sound that it was pleasant for the students’ ears. In addition, the volume of the song was medium loud and clear for anyone to hear.

Sound tracks

The teacher told students to open their books on a certain page. The page had images of people in the street doing some activities. The teacher played the sound tracks; students listened to them and repeated as they listened. The topic of the class was “Present continuous-city center”; the objective of the class was to learn the use of the present continuous tense in everyday life.

The soundtracks were pertinent for the lesson, because the actions heard through the soundtracks were about people doing activities in downtown; thus the soundtracks were related to the topic of the lesson. Furthermore, students reached the

objective of the class after they listened to the soundtracks and paid attention to the teacher's explanation of the lesson, pupils were able to write their own examples of ongoing situations by using the present continuous tense.

The soundtracks were appropriate for the students' level because the students had some prior knowledge in relation to ongoing activities; therefore, it was not hard for them to associate the use of the present continuous in events that happen in the streets. In addition, the material was suitable for the age of the students because the soundtracks had a medium pace in order for 10 year-old kids to grasp information, which means that the information was not played fast as it usually is in other soundtracks.

The material had originality because it awakened the learners' imagination; the soundtrack was just a bit scratched at the beginning, but it was just a few words that they could not hear. The rest of the information was clear for the students to listen. In addition, the volume was loud enough for students to grasp the information.

Videos

During the last observation of the 10 year-old students a video activity was made. Students watched a video which was about ways of communicating through the media. The topic of the lesson was "keeping in touch". The objective of the lesson was to learn the several ways of communicating through the media, the old ways and the new ways. For instance, the teacher played the video, and then the students saw people making phone calls and having a regular conversation; two people communicating through the web-cam; a young guy writing an email to her girlfriend, and two individuals chatting on line.

The use of the material was pertinent because the information it had was about means of communication, and also because students learned that there are

several ways to communicate through emails, phone calls, etc. Thus, the information in the video was related to the topic of the lesson and students fulfilled the objective of the class.

The material was appropriate for the students' level because students had a notion of some means of communication such as the internet and the phone call. Thanks to that prior knowledge it became less difficult for the students to learn the other means and understand the teacher's explanation. Furthermore, the material was also suitable for the pupil's age because most students of that group learn through the visual learning style. For instance, the learners were paying a lot of attention to the information as they watched the video. In short, learners asked many questions regarding the topic because they were very motivated to learn thanks to the supplementary material.

The video was fascinating; the quality of the audio was brilliant because it was loud and clear. In addition, the video had high definition, there were no scratches neither stops in the video.

Learning styles

There were three learning styles applied, the most frequent learning style was the visual one, the second one was auditory and the third one was kinesthetic. As the teacher explained with the use of these visual and auditory aids, body movement was also involved since the educator moved a lot and made the students to follow her as they were learning the lessons. This way of learning was not used in all classes just in some.

Pictures, handouts, songs, movies were the didactic materials that activated these kinds of learning, due to listening, hearing and even speaking as they were listening to the song and repeated what they heard. In short, the combination of these

learning styles made possible for the majority of the students to have a better understanding of the lessons.

According to the teacher, the students of these group loved working with supplementary materials that they can visualize and hear such as videos and movies. It is because of this, that the teacher prepared supporting material that it is visual, auditory and sometimes both at the same time such as the ones already mentioned.

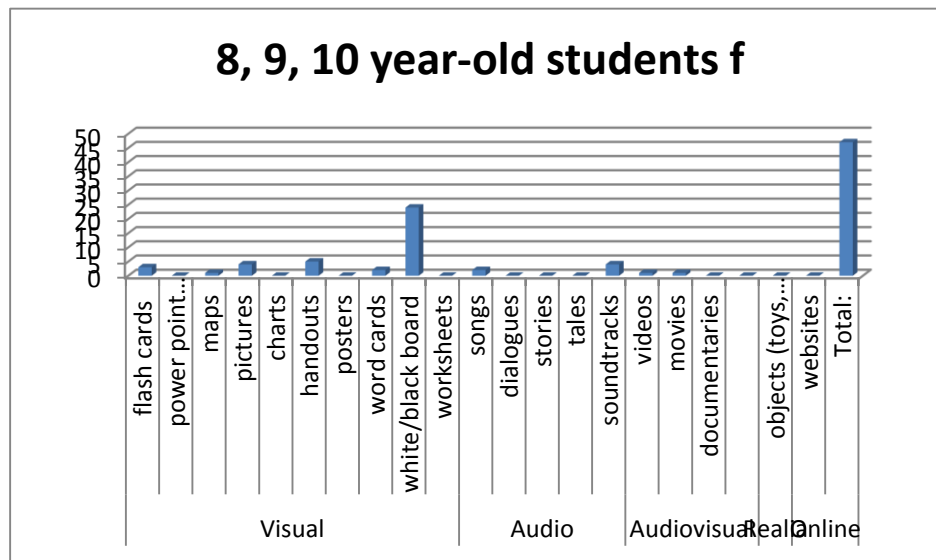
Funder standing (2008) explained that teachers should design their instruction methods to connect with all four learning styles, using various combinations of experience, reflection, conceptualization, and experimentation. Instructors can introduce a variety of experiential elements such as sound, music, visuals, movement, experience, and even talking.

Quantitative Analysis

Throughout the 30 class-observations there was a variety of materials employed for the teaching of the lessons that correspond to visual aids such as: flashcards, maps, pictures, handouts, word cards, and the white board; there are other materials that correspond to audio aid such as: songs, and soundtracks; and material that correspond to audio visual such as: videos and movies.

The most frequently used material from all was the white board, in all the observed classes the teacher managed to explain grammar or exercises with the help of a white board. All the materials used throughout the 30 class observations were: flash cards, maps, pictures, handouts, words cards, whiteboard, songs, dialogues, soundtracks, videos, movies, and an object.

Graphic 1



This graphic is a representation of the frequency of the supplementary materials used throughout the 30 class-observations. The whiteboard was used 24 times during the 30 observed classes; handouts were used 5 times; pictures were used 4 times; flashcards were used 3 times; word cards and songs were used 2 times each; maps; and finally videos and movies were used one time. The total of the frequency of used supplementary materials is 47 times throughout the 30 class observations. According to the survey made to the teachers regarding the use of supplementary materials, there is a high range in the use of the whiteboard and it has become in one of the most common materials that is used for teaching.

During the observation of all the classes, it was notorious to see that the whiteboard was the most frequently used material. Teachers tend to use it the most because they have full access to it and can be used anytime during the class. The whiteboard can be helpful when it comes to playing warm up games, to explain a grammatical point, to write down reinforcement exercises, to draw and convey the meaning of a word to students. If the teacher is creative with this tool, by using

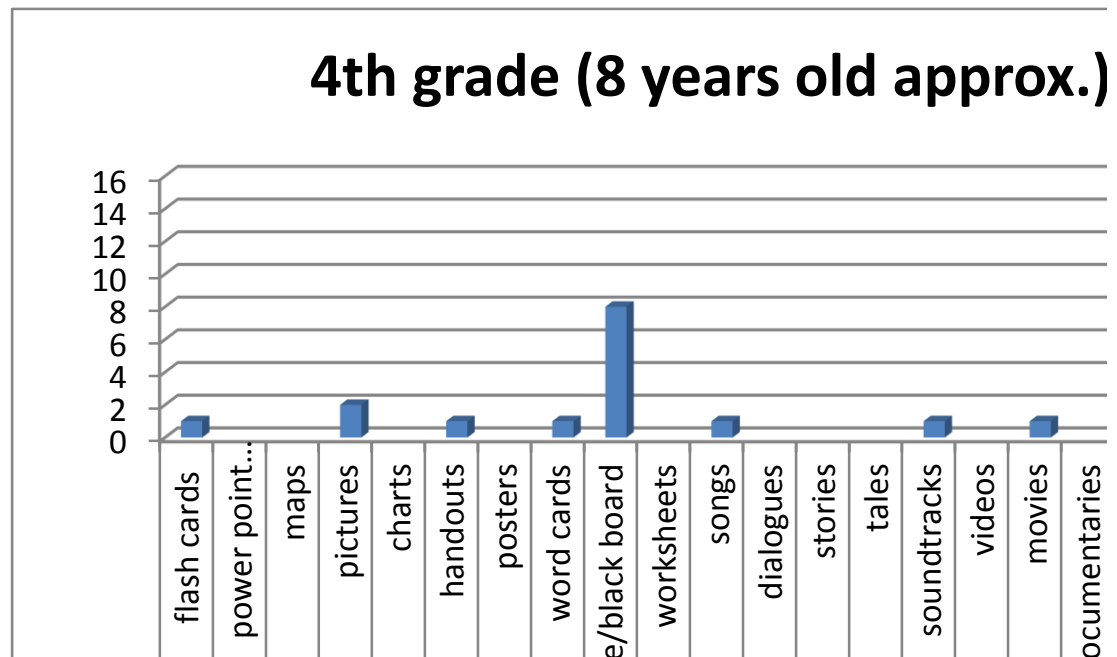
different colored markers, drawing charts and graphics, distributing the information properly, the students will focus on it and get interested in the class; they will find it as a useful tool for every class.

Handouts, pictures, flashcards are other important materials to be considered in teaching a class. They were colorful, creative and entertaining for the students. The information that they had was easy to understand and encouraged students to participate and be active in class.

According to the surveys held in the classroom, the most interesting types of materials for the children were videos, movies and songs; they would like to have them as frequent as possible. Nevertheless, these materials were the least frequent in the class observations.

The more we get to know our students, the more advantage we will have in the process of teaching English; we must be aware of their likes and dislikes in order to implement them in the class, so that our students get fully engaged in the class. Once we meet this expectation, they will find English a lot easier and pleasant, and will start producing the language.

Graphic 2



The second graphic represents the frequency of the use of the supplementary materials with the eight year-old students. According to this graphic we can see that the whiteboard was used 8 times throughout the 10 observed classes; pictures were used twice; then flashcards, handouts, word cards, songs, soundtracks and movies were used once. The total amount of frequency of the materials used during the 10 observed classes was 16; therefore, the teacher used supplementary materials 16 times in the 10 observed classes of the 8 year-old students.

It is evident to see through the graphic that the whiteboard is the supplementary material that it is used the most. In addition, pictures, handouts, among other materials which are part of the visual variables are teaching tools that most students love working to. Audio was also used in songs and soundtracks; and a video as part of the audio-visual variable. The students perform better in class as they had more supplementary materials in each class; and also when there was a combination of audio and visual.

Students seem to react better in a class where supplementary materials are applied. As mentioned before, the whiteboard was the most commonly used material due to the fact that every classroom has one; so therefore, it is easier to use and can be employed to point out important information. According to the interviews, students find it better to analyze a grammatical structure or an unknown word once they visualize it, that is when the white board comes in handy.

Another type of visual aid that illustrates the meaning of a word or a phrase is pictures; they have drawings and are multicolored which catches one's attention; with pictures, the learners have more opportunities to become creative and produce a more detailed type of speech.

The other materials used in the 10 observed classes were: flashcards, handouts, word cards, songs, soundtracks and movies; they helped students to be motivated in class and truly understand the information. According to the students' opinion, the use of these materials helped them to make the class more active and amusing, which permitted them to participate in class. Supplementary materials make a class more productive and entertaining for the students and the teacher as well.

We believe that teachers use the white board more times than any other material because it is part of the classroom and it has many uses. The teachers can use it to draw, to explain grammar, to write exercises, to copy reading passages, among other things. It has become the most frequently used tool because it is like a white sheet of paper and anything can be done with it.

Graphic 3

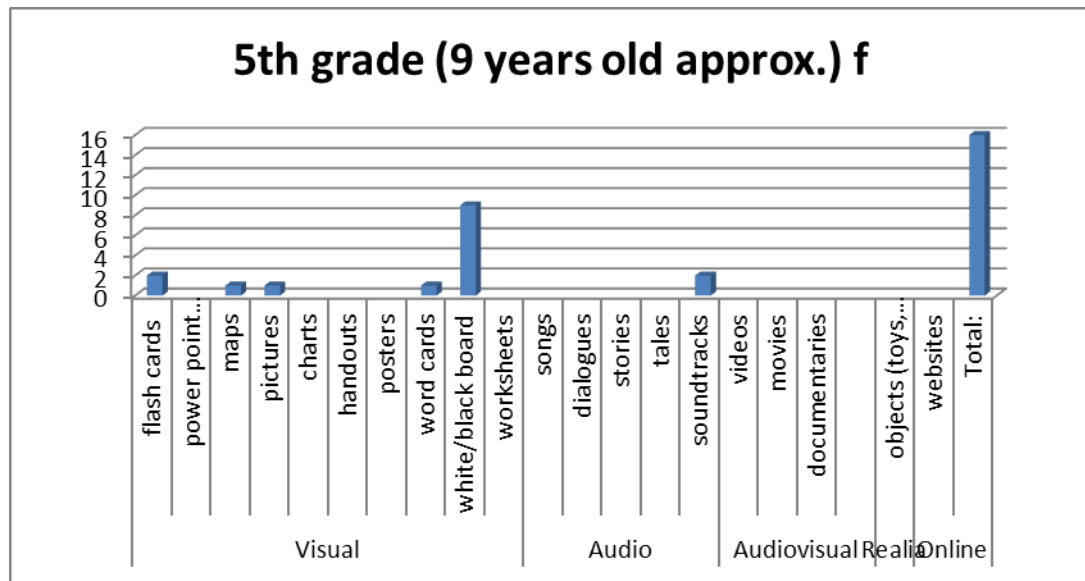


Chart #3 represents the frequency of the use of the supplementary materials with the nine year-old students. According to this chart we can see that the whiteboard was used 9 times out of the 10 observed classes; flashcards and soundtracks were used in the classes 2 times each; maps, pictures and word cards were used one time each throughout the 10 class observations; and the total amount of frequency of the material used in the 10 observed classes was 16; therefore, the teacher used supplementary materials 16 times throughout the 10 observed classes of the 9 year-old learners.

The whiteboard was the most common material that was used followed by flashcards and soundtracks. The visual and audio variables were the ones that took place through these 10 observations. Most students loved working with flashcards and pictures, being one the learning styles where they grasp information and learn the language.

According to the teacher's opinion, children work better when they have some sort of motivation in the classroom, and supplementary material has really helped him to reach this goal. He believes that students need to visualize and hear

information in order to adopt in into the new language. Flashcards and pictures were the most appealing material for the children because it had fun drawings and lots of colors; this helped children to develop their creativity and imagination.

Even though the white board was the most used one, it was not very attractive for the children and they did not show any emotion towards it. They found it to be repetitive and just part of every normal class; it was not exciting and did not get their attention as other supplementary materials do.

In our opinion the white board is a tool that can be quite useful in every class; teachers need to know that they can use different colors to make it more fun and interesting. Graphics or drawings should be made to illustrate actions, feelings, and to convey different expressions in general. A good distribution of the board can help to make it attractive to the students and to invite them to be motivated in class.

Graphic 4

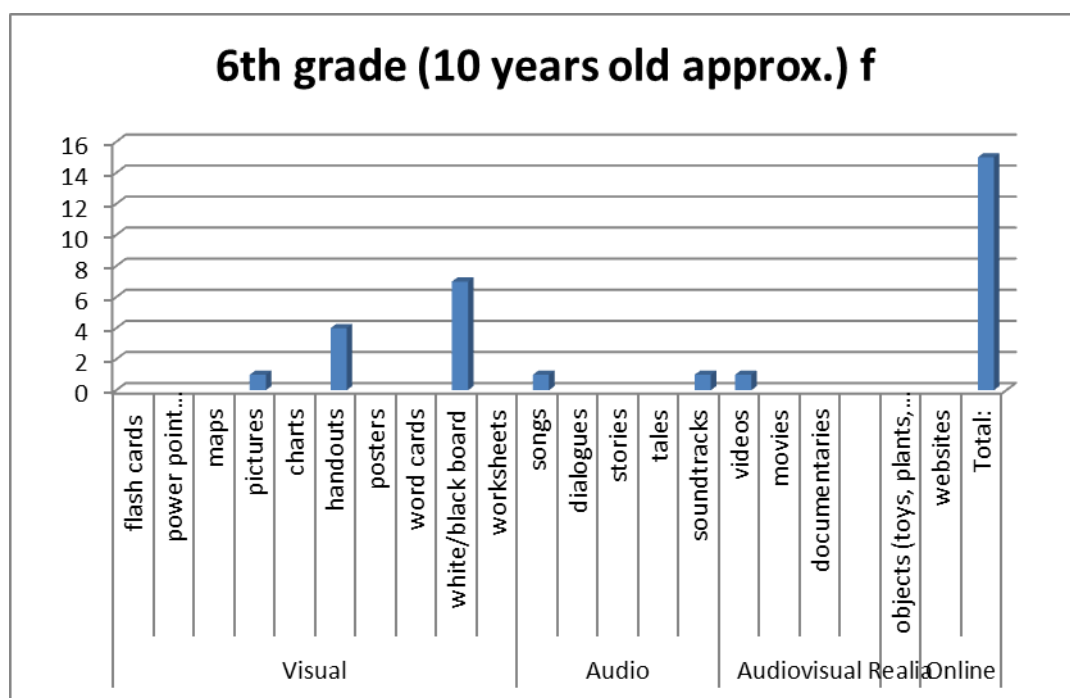


Chart # 4 represents the frequency of the use of the supplementary materials with the ten year-old students. According to this chart, we can see that the

whiteboard was used 7 times throughout the 10 observed classes; handouts were used 4 times; pictures, songs, soundtracks and videos were used one time each; the total amount of frequency of the materials used during the 10 observed classes was 17; therefore, 17 times were supplementary materials used throughout the 10 observed classes of the learners.

The whiteboard and handouts were the materials that were used the most in these 10 class-observations. The least supplementary materials used were: pictures, songs, soundtrack and videos, but nevertheless, they were the most interesting and fun for the learners; with these materials they got involved in the class and enjoyed being part of it. They had a good time singing, listening and watching videos. According to the pupils' opinions it nice to have a break from the textbooks to sing a song or watch a video.

When it comes to implementing supplementary materials in a class, it is essential to have in mind the students' expectations and interests. While some materials, like the white board are easier to use, some others are a lot more suitable for a class of children, since they enjoy them and start to engage in the activities of the class.

We believe that when the supplementary material is more creative and used in a good way, students engage to it better. Teachers must find the time to find out what their students like and feel comfortable with in class. Having feedback about the materials used in class can be a good idea to know what students want. Teachers have to be careful not to overuse the same material in every class; materials should be changed as frequent as possible to be able to meet the students' expectations.

Conclusions

- Most of the supplementary materials that were employed in the lessons were appropriate for the students' level and age and pertinent for the content of the lessons because the group courses were divided according to the age and level of the pupils and also because the educators figured out the ways of learning that the students had in order to give teach them in a way they can best absorb information and apply it in everyday life.
- The supporting material that was used the most was the whiteboard due to its availability and also because it is the most practical didactic tool for teaching. On the other hand, maps, videos, flashcards, songs, among other materials were used but not as frequent as the whiteboard was.
- The supplementary materials were selected according to the content and objective of the class, each one of them such as: whiteboard, maps, videos, movies, word cards, songs, handouts, flashcards and pictures were presented to the class in order to reinforce and analyze the contents that had been taught and helped to get the students' attention.
- According to the observations made in each classroom setting. The combination of using supplementary materials in certain lessons such as the whiteboard along with flashcards and handouts helped the teachers to have better results in achieving the objective of the class because this technique motivated students to participate more and learn English.
- The materials used in class were appropriate for the students' level of English and age; the teachers made sure that their learners understood the vocabulary presented by the material and that it would address their age as well.

- The supplementary materials used in each class were of a good quality, the word cards, flashcards and pictures were well elaborated and hard to be torn. In the case of movies, videos and songs, the quality was high as well because they were well recorded and easy to understand.

Recommendations

- It is necessary to increase the awareness of how helpful supplementary materials can be in an EFL class. Teachers should explore every tool that they have on their disposal to help students learn in a better way.
- Supplementary materials have been proved effective; therefore it is important that the teachers make good use of them as frequent as possible, so that students take advantage of every single class that is taught.
- Teachers should be aware of the types of supplementary material that there is to their disposal and make sure that they use them in a creative and fun way. The internet is a good tool that can be used to get ideas; pictures can be downloaded and adapted to the class; songs with lyrics can be downloaded as well; and more importantly, there are many websites with tips that offer good ideas on how to use supplementary material in a class. If there is no creativity in a class, students will get bored and will lose the interest for the subject and therefore their future learning of English.
- If the educational institute does not provide teachers with a wide variety of supporting material, the educator has to create their own material. Extra material can be found in EFL textbooks, on the Internet, in libraries and so on. Teachers must give all their effort in finding good, useful materials for their classes.
- Based on this research study, it is advisable that teachers look for different types of materials, not only the white board; the tools used in the class need to be motivating and interesting for the students, and in order to achieve this goal, educators have to get to know their learners' styles and decide what materials will make them work in a more productive way.

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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 | | |
| | worksheets | | |
| Audio | songs | | |
| | dialogues | | |
| | stories | | |
| | tales | | |
| | | | |
| Audiovisual | videos | | |
| | movies | | |
| | documentaries | | |
| | | | |
| Realia | objects (toys, plants, fruits) | | |
| Online | websites | | |

Author: Nefi Galán

Source: 8, 9, and 10 year – old students

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

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

Author: Nefi Galán

Source: 8 year-old students

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

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

Author: Nefi Galán

Source: 9 year – old students

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

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

Author: Nefi Galán

Source: 10 year-old students

Quantitative Tabulation

Chart five: Frequency of use of supplementary material

| Variable | Indicators | 4 th grade (8 years old approx.) | 5 th grade (9 years old approx.) | 6 th grade (10 years old approx.) | TOTAL | PERCENTAGE |
|-------------|--------------------------------|--|--|---|-------|------------|
| | | f | f | f | f | % |
| Visual | flash cards | | | | | |
| | power point presentations | | | | | |
| | maps | | | | | |
| | pictures | | | | | |
| | charts | | | | | |
| | handouts | | | | | |
| | posters | | | | | |
| | word cards | | | | | |
| | white/black board | | | | | |
| | worksheets | | | | | |
| Audio | songs | | | | | |
| | dialogues | | | | | |
| | stories | | | | | |
| | tales | | | | | |
| | | | | | | |
| Audiovisual | videos | | | | | |
| | movies | | | | | |
| | documentaries | | | | | |
| | | | | | | |
| Realia | objects (toys, plants, fruits) | | | | | |
| Online | websites | | | | | |
| Total | | | | | | 100 % |

Author: Nefi Galán

Source: 8, 9, and 10 year old students

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 | |
| | Word sheets | |
| 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 objective 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' interest and curiosity)

How do you consider the quality of the used material?

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 clase 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 qué materiales crees que aprenderías mejor el tema de clase? | | | | | |
| VISUALES <ul style="list-style-type: none"> • flash cards () • diapositivas () • mapas () • tablas u organizadores gráficos () • hojas con actividades () • posters () • tarjetas con palabras () • pizarrón blanco o negro () | AUDIO <ul style="list-style-type: none"> • canciones () • diálogos () • historias () • cuentos () | AUDIOVISUALES <ul style="list-style-type: none"> • videos () • películas () • documentales () | OBJECTOS REALES <ul style="list-style-type: none"> • objetos: () (juguetes, plantas, frutas, etc.) | ONLINE <ul style="list-style-type: none"> • websites () | |
| ¿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 | | | | | |

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% () 100% ()

Why?

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: Monday May 9th, 2011CLASS N° 1GRADE: 18 years-oldTOPIC OF THE LESSON: SEA ANIMALSOBJECTIVE (S): STUDENTS will identify the animals that are found in the sea. They will also learn about their environment, flora and fauna which surrounds them

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 | ✓ |
| | Word sheets | |
| Audio | songs | |
| | dialogues | |
| | stories | |
| | tales | |
| | <u>Sound tracks - Animals (co.-play)</u> | ✓ |
| Audiovisual | videos | |
| | movies | |
| | documentaries | |
| | | |
| Realia | objects (toys, plants, fruits) | |
| Online | websites | |

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: June 17th, 2011CLASS N° 1GRADE: 9 years oldTOPIC OF THE LESSON: Talking about your familyOBJECTIVE (S): SS will describe their immediate family as well as their extended family from their mothers and father's side

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 | ✓ |
| | Word sheets | |
| Audio | songs | |
| | dialogues | |
| | stories | |
| | tales | |
| | <u>Sound tracks - cd player</u> | ✓ |
| Audiovisual | videos | |
| | movies | |
| | documentaries | |
| | | |
| Realia | objects (toys, plants, fruits) | |
| Online | websites | |

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: June 7th, 2011CLASS N° 1GRADE: 10 years oldTOPIC OF THE LESSON: Eating and DrinkingOBJECTIVE (S): SS will categorize countable and uncountable nouns from the food and the drinks

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 | Word sheets | |
| | songs | |
| | dialogues | |
| | stories | |
| | tales | |
| Audiovisual | videos | |
| | movies | |
| | documentaries | |
| Realia | objects (toys, plants, fruits) | |
| Online | websites | |