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The use of supplementary materials for teaching children in efl classes research done in order to archive the bachelor's degree in teaching english as a foreign language

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CERTIFICATION

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Certifies that:

This research study has been thoroughly revised by the graduation committee.

Therefore, authorize the presentation of this thesis, which complies with all of the

norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja December, 2012

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DEDICATION

This thesis is dedicated to my wonderful children Felix, Jr. and Alvin, without them my life would be empty. I also dedicate this thesis to my lovely husband Javier, without his support and understanding I could not finish this project.

I love you all

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CONTENTS

Abstract

This research work refers to the use of supplementary materials for teaching children in EFL classes, at elementary schools, especially in the fourth, fifth and sixth grades. The focus of this thesis was to determine and analyze the types of supplementary materials more frequently used to teach English as a foreign language to young children, the research took place at a private school in Azogues.

Data was collected from ten observations in each class and surveys for further analysis. During the study, observation sheets were filled out. In addition to the observation, a student's survey was given to 60 students chosen randomly which included six questions related to the influence, use, and preference of the supplementary materials. Also a teacher's survey was given to reveal the teacher's belief about using supplementary materials. Regarding the findings of the current study, the whiteboard was more frequently used than the other tools.

Finally, the results of the present study will enrich our understanding of the importance of the use of supplementary materials to improve the students' interest towards English as a foreign language.

Introduction

The process of teaching English as a foreign language has always been complex due to its different components which are socio-cultural, bibliographical and methodological. For decades, textbooks were the primary source for teaching English as a foreign language in most schools in our country. Today there are more accessible resources for us, and the interest of the present study was to investigate the use of supplementary materials to teach children in EFL classes. The purpose was to find out whether or not teachers use them, if they are using additional materials, and how pertinent, appropriate and qualified they are.

It was essential to identify and analyze the materials used by teachers. They were described and analyzed in terms of pertinence, appropriateness and quality. Finally, it was also necessary to determine the frequency and variety of supplementary materials used by teachers. This research theme was very important because the results will help us to better understand the use of supplementary materials as teaching aids in the teaching-learning process. It will also help us to understand the relationship between the teacher and the supplementary materials which will lead to a more effective way to apply these tools. It will contribute to meaningful learning in the classroom, shifting from the traditional instructional method to a more interactive student's center instruction method. As Tomlinson (2009, p. 273) says "Teachers use time flexible, call upon a range of instructional strategies and become partners with their students to see both what is learned and the learning environment are shaped to the learner".

In summary, this study will give us a clear picture about the relationship between teachers, supplementary materials and students.

There have been many previous studies on the subject, and the most relevant studies on supplementary materials are:

A study conducted by Barnawi (2009), on EFL teachers' beliefs, attitudes, willingness, and concerns towards Internet-based EFL instructions. The limitations found in this study were the lack of training on the use of the internet, lack of technology resources, cultural appropriation and imposition of traditional methods of instructional delivery.

Tao (2003), conducted a research on the use of multimedia. The purpose of this paper was to explore the role of multimedia as effective tools at Vietnamese universities. The limitations found in this study were the students' lack of confidence in working with computers and the need of technical assistance during the lesson.

A recent study by Falvo and Pastor (2010) about gaming, examined both pre- and in-service teachers' perceptions of gaming in the classroom environment. The principal limitation found in this study was the participants' lack of computer knowledge.

Through these studies, it is important to mention that teachers in many classrooms from different parts of the world are trying to incorporate supplementary materials because there are many contexts in which the teacher has to teach. Supplementary materials help to incorporate many contexts, but most particularly the socio-cultural context because the interaction between culture and environment shapes learning (Vygotsky, 1978).

The subject whose classes I observed is an elementary school teacher. Even though he teaches at a private school, he does not have the proper resources to work with, which leaves him no choice but to prepare his own materials using his

imagination. Although he is well-intentioned, he is one of thousands of Ecuadorian EFL teachers that encounter the same difficulties.

Both students and teachers benefit from the use of supplementary materials. First of all, they are entertaining and fun, and can provide motivation to learn. So, in this case teachers play an important role by using tools that really motivate students. As Hayes (2010) says, teachers are responsible for shaping the students motivation by "modeling a positive attitude toward the language".

Supplementary materials also provide different opportunities to students and teachers to use the language making teaching a rich experience because children like activities that awaken their curiosity (Harmer, 1991, p.4). Moreover, supplementary materials lead students to participate more and become responsible for their own learning. Working with supplementary materials helps students become protagonists and become interested in learning English and making English an important part of their development. Consequently, they will have a better understanding of the language leading them to gain more opportunities and a better future (Bisong, 1995).

The students benefit as well as the teacher because the class becomes more interesting and has a higher level of quality; consequently, the whole educational system benefits. This research looks at the big picture of the current situation of the use of supplementary material in EFL classes, particularly in elementary schools because not only supplementary materials are suitable for working with different contents like social-cultural, grammatical, linguistics, etc, but they also collaborate with the rupture of the traditional classroom paradigm and improves the interaction between students and teachers. This is particularly important because the way in which the teacher incorporates the supplementary materials and the teaching techniques is crucial to get a successful lesson. Integrating not only these two aspects

but the skills that the teacher wants to teach is essential to get productive strategies when teaching children (Dowd and Tierny, 2005, p. 17). Besides, supplementary materials are really important for the child's cognitive development (Woolfolk, 2009; Garcia, 2005).

This study will be helpful for future investigations because its scope is larger and not only concentrates on one type of supplementary material like other studies but the study focuses on eighteen different types of supplementary materials.

During this study, the limitations were the time needed to do the research, which was limited, and the school year was almost finishing, so it was necessary to collect the information in about three weeks, three observations per day.

Method

Setting and Participants

In order to get a better idea of the current state of supplementary materials used at the English classroom in three elementary grades, classroom observations were conducted at a private urban school in Azogues. The three grades have five English periods per week. One 45 minute period was observed per grade and day during three weeks which helped to complete the ten observations needed. The teacher had a Bachelors degree in teaching English as a foreign language, and taught to the three grades. There were 24 students in fourth grade between the ages of 8 and 9, fifth grade had twenty eight students between the ages of 8 and 10 and the sixth grade had twenty one students between ages 10 and 11. In this school, the teacher did not have to go to the students' classrooms; since students had to go to the English room to attend the classes.

Procedures

The first part of this research was the collection of information for the literature review which was mainly through books, journal articles and the Internet. This section was focused on the description of the major themes for this study such as: teaching a foreign language, learners, learning styles, teaching techniques, different context for teaching, and supplementary materials which helped to acquire relevant knowledge to the research. In addition, five previous studies on the topic were investigated and the most important information from each study was taken.

The methods used in this research were quantitative and qualitative which helped to determine the types of supplementary materials used to teach and the frequency of use of supplementary material. The data collection for the field research was done through a classroom observation sheet, two surveys, one for students and

one for the teacher at a private school in Azogues. The observation sheets allowed to write down the supplementary materials used during each lesson and at the same time it helped to describe the material used in terms of pertinence, appropriateness and quality. After each lesson, two students were chosen randomly to fill out a survey bringing a total of 20 students for each class. The survey helped to understand the students' point of view about the materials used. Once the data collection finished, it was necessary to classify the material in relation to content, topic and objective of the lesson which was included in chart number one. Besides identifying the materials, it was necessary to analyze if they were related to age and understanding level of students. In order to do this analysis, one chart was filled out for each class. This information can be seen in charts 2, 3 and 4. A survey was filled out by the teacher asking him about his opinion, and about the use of supplementary material as well as the type of tools that he uses.

A qualitative tabulation chart was filled out for further analyses in terms of pertinence, appropriateness and quality. Finally, for the quantitative tabulation a chart was filled out with the supplementary material more frequently used during this study and it was analyzed using statistical graphs to investigate the existence of a relationship between the collected data. Finally the results of the surveys were analyzed.

Discussion

Literature Review

Supplementary materials have been used for many decades but it is in the last thirty years and so that the importance of the use of supplementary materials in the classroom especially for EFL classroom draws attention. Today, it is important to get knowledge about the different types of materials that teachers are using in the classroom. The focus of this research is to map the current situation of the supplementary materials in teaching English as a Foreign Language. In fact, Richards and Rodgers (2001, p. 30) state that the importance of the instructional materials within the individualize system must "allow learners to progress at their own rate of learning, for different styles of learning, provide opportunities for independent study and use, and provide opportunities for self-evaluation and progress in learning".

Now, it is important to analyze the teaching of a foreign language which is the term defined by Saville-Troike (2006, p.5) as the second language that is not widely used in the learners' immediate social context, but rather one that might be used for future travel or other cross-cultural communication situations, or one that might be studied as a curricular requirement or elective in school with no immediate or necessary practical application.

Teaching a foreign language has changed according with the student's needs. In the past, it was said that only wealth people or brilliant students studied English because they had a great chance to become diplomats, international businessmen, etc. Today, it is well known that learning a foreign language gives more job opportunities, greater knowledge of the culture, communicative competence and character maturing (Richardson, 1983, p. 1-2).

It is important to point out why people decide to learn a foreign language. Harmer (1991, p. 1) says that people have many reasons for doing it. The following are some reasons which demonstrate learners' motivation and commitment for learning. Students want to learn others communities. They learn English for specific purposes like to travel. Others learn because it is part of the school curriculum, for advancement and for a combination of them. As we can see there are many reasons why people want to learn a foreign language. On the other hand, children learn a foreign language because their parents want or at school as part of the curriculum but it is not their desire and need as in the case of adults. Bisong (1995) remarked that in Nigeria as in any other country parents want their children to have new opportunities they see English as part of their children's repertoire which will guarantee the children future.

Moreover, the world is changing and English is considered the global language (Davis, 2003). Cristal (2006) writes "a global language means a language's status among countries", this implies that English is used as Standard Language; English is used for international communication. Graddol (2006, p. 82) points out the movement of people to other countries especially English dominant countries has also contributed to the spread of the language. In the same way technology, internet and urbanization have contributed to the use of English. He adds, although, English is not longer a barrier to use technology, it is important to mention that the translation to any language lack the real meaning conveying for the native speaker.

Learning a foreign language is present to children at different stages, learners learn differently at different ages and at different rates. Young children do not learn in the same way as adolescents or adults do. First of all, Harmer (1991, 1-2) asserts it depends on who chooses to learn the foreign language. As it was mentioned earlier

some learners will choose to study another language because they want to have better opportunities in their careers or any other reason but children have no option since a foreign language is part of the school curriculum. However, teaching a foreign language should be a priority at primary level, Byram (2002, p. 479-480) expresses it is at this period of a person's life that language develops. Not only because the children's brain develops but also motivation is high in children. It is in this time that children can be involved in learning a new language. This is why teaching a foreign language should be part of the primary curriculum. Graddol (2006, p. 88) agrees that introducing English as a foreign language should be earlier in the child's life because they will be exposed to foreign language for much longer time to master it and because they found easier to learn it. He adds that the learners of English around the world are getting younger. On the other hand, Zurawsky (2006, p.1-4) says that teaching a foreign language earlier to young children does not mean that the child will learn the language. A child can dominate a foreign language if the child is exposed enough to the language and adds that adults also can get a proficient level of the language; they only need to combine practice and communication.

Secondly, it is the belief of many knowledgeable on the subject that children tent to learn faster than adults If they are exposing earlier to the language due to their brains' plasticity and critical period of learning that applies not only to L1 but to L2 too (Saville-Troike, 2009, p. 82-83). On one hand, in different studies if older children or teenagers have enough exposure to the language they will learn without problems (Ur, (2006; Mayo, 2003; Lecumberri, 2003) adolescents disadvantage falls in less native-like pronunciation. On the other hand, Raasch (2000, p.15) states that the only difference between children and adults is the "prior knowledge and the learning experience of adults" while adults have mental models in which adults

adjust new information, children accommodate new information. The advantage for children who start early is that they reach native-like proficiency and in adults "fossilization is more common than native-like mastery" (Klein, 1996).

Psychologies affirm that children are better prepared for language learning so they do better in learning a foreign language and also they are more open to diversity. Fleming (2000, p. 191) affirms that adults have learned strategies that they can apply in language learning. What is more important is that the child needs to use the target language as much as possible and it should be maintained for using later as adult.

Age is not the only factor that differs between learners; there are other factors as Kunchak (2010) found Learners difference fall in intelligence, socioeconomic status, culture, and gender. These factors should be taken into consideration when teaching a foreign language. Students are exposed to a great amount of context and classroom teaching methodology which is very important but it is more important to pay attention to individual differences because it is from it that student find learning a foreign language meaningfully otherwise everything teaching will be worthless. Therefore, Bearne (2010, p. 274) emphasis that the teachers' job is to incorporate activities that are suitable for students different needs. It should "include students' preferences, variety, organization, suitable materials, feedback and assessments for future planning".

Mastering or failing to learn a language strongly depends on motivation, it can be defined as the desire or willingness to do something definition taken from the Oxford Dictionary of English (2006). There are two types of motivation intrinsic and extrinsic and motivation is different at different ages. Children motivate with

activities that awake their curiosity. In fact, they need to be active all the time

changing constantly from activities (Harmer 1991, p.4-7).

Children are motivated in different ways, sometimes they are interested in

the task and they want to see the results of their work. Other children are interested in

praise or the teacher motivates them, Hayes (2010) says that teachers can help

students to shape their motivation by "finding what students already know and

understand, modeling a positive attitude toward language, personal attention to

children, involving children in learning, acknowledging pupils´ points of view and

feelings and emphasizing that success is attainable and worth cherishing".

Motivation helps learners to improve their learning especially if students keep their

curiosity during primary and continuing at the secondary. It shows that motivation is

not relevant only for academic purposes but for helping children to dial with any

situation that they can face to.

In addition to the learner differences listed previously, there is another

difference between them it is called learning styles. It is defined by Reynolds (2000,

p. 585) as ways that students´ personal characteristics, including their needs and

preferences, stylistically affect their learning. Taylor (1997, p.26-27) asserts that

children learn differently because children have different dimensions, channels and

learning styles which are classified as cognitive, affective, physiological and

psychological dimensions. The most relevant learning styles approaches as Woolfolk

(2007, p. 126-156) writes are deep and surface- processing approaches which can be

called visual/verbal distinctions this author prefers the term learning preferences than

learning styles. Woodlfolk's point of view styles are shaped by preference. Kolb

(1984) refers learning styles to personality which includes visual, auditory and

kinesthetic or tactile learners.

Different models of learning styles have been presented and it says that a person was born with a particular style and he or she cannot do anything to change. What is more important is that teaching can help students to use their learning styles to become more independent student, and make better choices when facing with any work (Bryam 2000, p.346). According to Lee (2005, p. 434) students do not have only one model or a specific learning style, it is misunderstood their capacity to use different perspectives in the learning process. They probably use a style better than other but it does not mean that they cannot use the others styles too. Moreover, it is widely known that children learn better by seeing, hearing and touching. Although, finding the right method to approach every child learning style it is not an easy task, it is the teacher's job to try to find the most suitable method to reduce learning difficulties.

Incorporating learners' differences and styles are part of a well elaborated planning as well as the use of the adequate teaching techniques to engage students in learning. Technique is the classroom procedure used by teacher to accomplish a task. There is a close relationship between technique and approach and method that is Anthony's model in which there is a link between method and any approach and the technique. In other words, approach is the different beliefs about the nature of the language; method is the planning of the class which interacts with the different techniques use for accomplishing content and goals of learning.

When teaching children it is important for the teacher to apply productive strategies to support new skills, refine skills that children already have, and the teacher should use these strategies wisely (Dowd and Tierny, 2005, p. 17-19). In order to apply teaching techniques to children it is important to start thinking what

skills are necessary to teach. These skills are divided in two groups: receptive skills which are reading and listened and productive skills which are speaking and writing.

According to Dowd and Tierny (2005, p. 18) point of view, teaching must focus in what is important for children's needs, age, go from the basic to the advanced, and anticipate events. For Cole (2008, p. 1-32) asserts that "good instruction is good instruction" it refers to the one that think in the child as unique who has specific needs regardless to his social, ethnic, or socioeconomic background. He adds that whatever the method the teacher chose they have characteristics in common such as they work better in context, focus in social situations; they are interactive, realistic, encourage the students to be an active participant in his own learning process. In the same way Richards and Reamandy (2001, p. 9) assert that teachers should choose the best methodology for teaching learners and add no method is better than other.

Teaching techniques are not only a set of strategies that the teacher uses to teach but they should be dynamic strategies that will help to increase students' motivation. It discussed earlier that motivation is important in the learning process and what is more if the method does not fulfill students expectations, they will lose they interest in the subject so teacher is a key in students intrinsic motivation (Harmer, 1991, p. 5). Young children find very difficult to pay attention if the class is apathetic so in their case it is important to change frequently. There are many techniques the most recommended are called free practice techniques such as group/pair work, role play, drama, games, these techniques are for everybody but very suitable for young children because they use movement and involve the senses which are part of the child's developing. They allow students freedom which leads

students to risk-taking, development of meaningful learning through practice and it also creates a good environment in the classroom.

There are different teaching techniques and also there are many contexts for teaching. Context can be defined as circumstances affecting or influencing teaching definition taken from the (New Oxford American Dictionary, 2006). Harmer (1991, p. 52) says that in the classroom there are three different teaching contexts: the classroom which is helpful for introducing meaning for example students appearance; situations which is defined as the place of activity and people and sitting are part of it, in this case activities either real or invented are important for introducing language and finally formulated information which is the use of chart, graphs, maps, etc.

Richards and Rodgers (2001, p. 248) say that there are other contexts for teaching besides classroom context. They are cultural context, the political context and the local institutional context. Vygotsky (1978) was the first one to convey the socio-cultural theory expressed that the interaction between culture and environment shapes learning. Developing the child's language allows to understand social situations and therefore improving the cognitive skills (Woolfolk, 2009, p. 39). Likewise, Garcia (2005) states that learners mind are constructed by social activities.

Social interaction is a motivator factor in learning a foreign language or second language in children because they need to learn the language as well as the foreign culture in order to get a meaningful understanding of the target language. Without understanding the foreign culture children are only learning meaningless symbols. So what the child really learns from the teacher is not the structure of the lesson by itself but to interact. Children love to interact with other classmates. It is in

this moment that children move to creativity stage that allow them to learn and this can be seem in the way they use language with their peers.

Teaching planning should take into consideration all the factors just mentioned and there is one more, the supplementary materials which refer to additional materials used in a lesson besides core materials. According to Dash and Dash (2007, p.122-127) instructional materials are those that develop learning. According to Mckown and Roberts, as reported in Dash and Dash work (2007), supplementary materials help students to utilize more than one sensory channel; they also help to clarify, establish correlate concepts, interpret and appreciate them. Kindes (2000) also said that they help to make learning more concrete, realistic and dynamic. Through teaching materials students can experience learning in different ways such as direct, vicarious, and symbolic breaking the monotony. From this information it is imply the supplementary materials are part of the global formation of the child.

Furthermore, supplementary materials help teachers too because they can present their lesson in a more interesting, meaningful, effective and inspirational way. They save time to teacher´s explanation reducing meaningless teaching, add more color, beauty and reality to the classroom. While all this may be true, Tomlinson (2003) says that some materials repress language learning and development. They make learning easier by facilitating language presentation. They belittle learners' cognitive ability by simplifying language use consequently students do not use brains' full potential.

The role of the supplementary materials is to complement or supplement teacher's work making learning meaningful, joyful and efficient. In order to reach all of the reasons just mentions it is necessary to chose materials that help students to

discover language for themselves so the use of supplementary materials should never replace the teacher work and teacher should use them wisely (Richards and Rodgers, 2001, p. 29-31).

There are different types of supplementary materials, Dash and Dash (2007) classified them in five groups: project and non-projected materials; audio, visual, audio-visual, hardware, software; little media, big media; two and three dimensional materials. For this study the following supplementary materials are consider: First, Audio aids are those materials that the learner needs to use the ear for instance: songs, narrations, dialogues, so on. Second, Visual aids materials allow students to use their eyes for example: charts, objects, etc. Third, Audio-visual aids enhance the use of both ear and eyes for example: TV shows, films. Fourth, the use of real objects in the classroom realia for instance: fruits, toys and so on. Fifth online it says connecting to telecommunication computer technology example internet, different online learning site. Therefore, these supplementary materials are very helpful and they add diversion to the classroom but teacher do not have to forget that they are the main guiders of students.

Many studies have been done about the supplementary materials used in EFL classroom. The purpose for researching about the use of supplementary materials it to find out the types of materials used in classroom, the effects of those materials in students and their implications on language learning. For this study, five previous studies related to the use of supplementary materials have been chosen to help to demonstrate the role of supplementary materials in the teaching. From the studies the most important information will be collected such as the purpose, the way they were conducted and the findings which will help understand the role of supplementary materials in the teaching process.

Barnawi (2009) in his research about assumptions, moods, enthusiasm, and interests of teachers about the use of the Internet in EFL instruction came with the conclusion that teachers showed positive attitudes and willingness to integrate the internet into the classroom. The participants filled out a questionnaire, it was sent by mail. It is important to mention that in this study only men participate because women are segregated for the Saudi's educational system. The researcher concluded that both internet and teacher play an important role in the EFL instruction and they complement each other.

Pastore and Falvo (2010) in their investigation about both pre-and in-service teachers' perceptions of gaming in the classroom environment found out that games are very useful tools in classrooms. For this study, a total of 98 teachers completed a survey; they were asked if they wanted to use games in their classrooms. The participants filled the survey online during class hours and lay forward electronically. As a conclusion, the authors said that games are very useful in teaching. In order to improve teaching and learning; the teacher needs to understand how these games encounter teaching quality and learning in the school to get the most of them.

Thao (2003) in his research about the role of multimedia tools in the language learning process and which main objective was to explore students and teachers' point of view about their experience with multimedia tools in learning and teaching and decide if multimedia is suitable to be part of the HUFS (Hanoi University of Foreign Studies) language teaching. The study was performing during two weeks in a multimedia lab in the English Department at the Hanoi University of Foreign Studies. First, an interview was given to teachers previous to the two weeks. Then a survey was giving to students of the first and second year of language studies in two different levels who were familiar with multimedia lab. Next, interviews were

conducted with teachers within the two weeks and finally, after the two weeks oral interviews were conducted to teachers, administrators, technicians and multimedia teaching observers. The author came to the conclusion that multimedia is a very useful tool and teachers should incorporate to their classrooms.

Robertson, Nunn and Lingley (2008) in their research about the most effective technique for vocabulary teaching concluded that pictures are more useful and can play an important role in learning new vocabulary items. The study was conducted with 96 elementary male students between 12 and 15 years studying at Simin Language Institute. The students were divided in three groups, two of them were the experimental groups and the third was the control group. At the beginning of the study, the three groups were given a test then the study was conducted during a period of six months. The two experimental groups were taught new vocabulary items with pictures and contextualization respectively and the third group was traditionally taught, in other words using definitions and synonyms for new vocabulary item. Finally, a post test was given to them.

Araya (2007) in her research about the importance of teaching materials in developing a language teaching-learning process, she found out that due to the role of didactic materials in the language teaching-learning process, they can counteract stereotyped notions and behaviors about the language and culture in study. For this study the author used critical think to get her conclusions.

Results

Qualitative Tabulation

Chart One: Type of supplementary material used to teach children

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

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

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

Author: Meri Cabrera Rodríguez
Source: 4th (8 years old approx.) grade

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

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

Author: Meri Cabrera Rodríguez
Source: 5th (9 years old approx.) grade

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

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

Author: Meri Cabrera Rodríguez

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

Tabulación Cuantitativa (Quantitative Tabulation)

Chart One: Frequency of use of supplementary material

Variable	Indicators	4th grade (8 years old approx.)	5th grade (9 years old approx.)	6th grade 10 years old approx.	Total f	Porcentage
		f	f	f		
Visual	flash cards	3	4	5	12	20,34
	power point presentations	0	0	0	0	0,00
	maps	0	0	0	0	0,00
	pictures	2	3	2	7	11,86
	charts	1	1	0	2	3,39
	handouts	0	0	0	0	0,00
	posters	0	0	0	0	0,00
	word cards	0	2	0	2	3,39
	white/black board	10	10	10	30	50,85
Audio	songs	1	0	1	2	3,39
	dialogues	1	0	2	3	5,08
	stories	0	0	1	1	1,69
	tales	0	0	0	0	0,00
Audiovisual	videos	0	0	0	0	0,00
	movies	0	0	0	0	0,00
	documentaries	0	0	0	0	0,00
Realia	objects (toys, plants, fruits)	0	0	0	0	0,00
Online	websites	0	0	0	0	0,00
				TOTAL	59	100,00

Author: Meri Cabrera Rodríguez

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

Description, Analysis, and Interpretation of Results

This section of the research focuses on the presentation of the data obtained through the instruments designed for the study. The results yield valuable information to interpret the performance of supplementary materials in EFL classrooms, especially at the primary education. Moreover, with the obtained results the main objective can be reached.

This study rescues the attitude of students and teachers toward the use of supplementary materials, its relation with the lesson content and the students' level. For these reasons, a qualitative analysis was done first, followed by a quantitative analysis. The qualitative analysis describes each one of the supplementary materials used in the three classrooms observed in terms of pertinence, appropriateness and quality. On the other hand, the quantitative analysis shows the frequency of the supplementary materials used in those classes. The results are presented as follows.

Qualitative Analysis

4th Grade/8 years old

The following supplementary materials were used in the fourth grade: flash cards, pictures, charts, whiteboard, songs and dialogues.

Flash Cards

The use of flash cards in the class entitled 'My daily activities' was very productive because students were able to understand and expand their vocabulary about daily activities which was the main objective of the class.

The material was relevant to the topic and objective of the lesson. The teacher used flash cards for the students to see the vocabulary of the lesson.

Students were enthusiastic, they participated in the class and the material was related to their level and age because they were able to identify the cards, for example, the teacher asked them, "what do you do in the morning?", and the students were capable to answer "I get up".

The flash cards were hand-made, colorful, and had a good quality. They were easy to understand because the students were able to identify them easily.

In the class about 'Adjectives', flash cards were suitably applied because they were related to the theme and objective of the lesson, which was to recognize adjectives. First, the teacher displayed the cards. Then he said the adjectives and finally students translated and used them in short sentences, for instance, "I am happy". The use of these cards awakened the students' interest and they began to participate in the class.

The flash cards were used according to the students' level and understanding because they were able to recognize the adjectives that were written on them.

Each cardboard flash card was colorful and of very good quality with a sketch drawing on one side and the adjective written on the other.

During the class on 'Adjectives: opposites', the students reviewed the adjectives learned in the previous class. Then, they were able to identify the opposite adjectives because the cards had simple figures on them; therefore, the supplementary material was related to the theme and aim of the class.

These cards were appropriate for the students' level and understanding because by actively participating, they were able to recognize both the newly and previously learned adjectives.

Pictures

For the class on 'The days of the week', the pictures had gotten the students attention not only in recognizing the days of the week, which was the objective of the lesson, but also in writing. First, the teacher described the pictures, and then the students repeated the words.

These tools were useful because the students already had basic vocabulary and they were able to express their daily activities by just looking at the picture.

The pictures presented were also of good quality and colorful as well. They were cut-outs from magazines which got students' attention.

Using pictures in the lesson on 'Reading: Guess What Happens' helped students a lot because they were able to follow the sequence of a story which was given. These pictures were linked with the topic of the lesson as well as with its objective. They were used creatively; the teacher disordered the pictures so students could use their imagination to recreate the story.

The pictures were appropriate to the students' level and understanding, and suitable for their age because they were very simple with easy vocabulary. Students were able to recreate the story because the vocabulary used was related to their knowledge. This was observed on the students' attitude because they were able to use the words in the sentences in an easy way.

These pictures were of good quality because they were made by the teacher and awaked the students' interest in the class, they were not tricky pictures.

Charts

During the class called 'Daily schedule' the use of a chart was pertinent to the theme and objective of the lesson which was to take notes. Using a chart helped

students to organize their own activities during a week. The way in which the teacher used the chart was clear and understandable for his students so they were able to produce their own chart with their own ideas and at the same time they developed knowledge on how to take notes.

The tool used in this class was appropriate for the students' learning level and age; it was not a complicated chart because students could organize their activities following the example provided by the teacher.

Finally, students were able to fill their own schedule using a cardboard cut-out made by the teacher.

Dialogues

The dialogue used in the lesson named 'Albert and Ann' was related to the topic objective which was to develop the speaking skill. This lesson was very productive because students could talk a lot; they really enjoyed making mistakes and correcting themselves which helped students to accomplish the lesson's aim for instance some students said: "Ann are sad". So they corrected each other saying "Ann is sad".

This lesson was fruitful because the material used was suitable for the students' level and age. The dialogue was very simple and the material fit the students' knowledge.

The dialogue and vocabulary were easy to understand and accompanied by big and colorful pictures.

Song

Using a song in a lesson entitled 'Days of the week' was a way to relax students after an arduous week. Students liked the song very much and they enjoyed the lesson very much because they were able to review the pronunciation at the same

time. The song also helped students review previous vocabulary which they recognized while listening to the song. The use of songs is very useful for teachers because everybody likes music.

They were engaged during the whole class because the activities that the teacher prepared for the lesson were very easy and students got the chance to get access to real language, and they were really motivated by the song.

The song was appropriate for students' learning level and age since they were able to understand it.

The song was part of the textbook so it was of good quality, dynamic and danceable. Students enjoyed, learned and used appropriate pronunciation.

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White board

In this class the white board was the teaching aid that it was more used as the following analyses shows.

In the lesson about 'Days of the week' the board was used for the theme introduction. Then the teacher displayed the new vocabulary on the board. Everything that the teacher wrote on the board was clear, interesting and pertinent to the topic and objective which was to recognize the days of the week. Once the students were able to recognize the days of the week, they went to the board to write under each picture. The teacher was very organized using the board and also he used markers of different colors.

The information on the board was organized in a way that the students could understand. It was written according to their age and learning level. The teacher noticed that the students became eager to participate when he asked for volunteers to write the days of the week on the board and everybody wanted to go.

Finally, the board was of good quality, and large enough to write all the information needed to teach the students. It was located in the front of the room so students could see it clearly.

The class entitled 'My daily activities' was very productive because the board was a useful tool. First, the board was used in the introduction phase to review previous vocabulary by means of a game named 'vocabulary racing'. Then the teacher wrote the vocabulary for the new lesson and finally, he wrote the instructions of the different activities. Everything written on the board was related to the theme and objective of the class which was to build vocabulary related to daily routines. The teacher's handwriting was clear enough for students to read without any problem.

The board was used pertinently according with the students' understanding level and age. The vocabulary written on the board was very easy and clear, so students were able to see it and later rewrite it on the board.

The board had a good quality; it was large enough so the teacher was comfortable writing on it. The white board was located in the front of the classroom so everybody was able to see it and it did not shine.

During this class 'What day is today'; first, the teacher wrote the theme of the lesson during the theme introduction. Then he wrote some exercises to explain and clarify some students' questions. After that, the teacher wrote instructions for students to complete exercises. The information was related to the topic as well as to the objective of the lesson which was to develop the writing skill.

The board was used adequately according to the students' level and age because the information was written clearly and also easy to understand for everybody.

Finally, the white board was of good quality, very spacious so the teacher could write everything that he needed to explain the topic. The board was in front of everybody, so students could see everything written on it.

In the lesson about 'Reading: Guess What Happens' the board was also used. First, the teacher wrote the theme of the lesson. Then the teacher wrote some new words at the right side of the board and then displayed pictures on the board in disorder for students to organize it into the correct sequence of the story. Finally, students had to write the new vocabulary under each picture. The information displayed on the board was related to the theme and objective of the lesson.

The board was used adequately according to the students' age and level of understanding. The information was clearly written so students could rewrite the story in sequences.

Finally, the board was of good quality, large enough so the teacher and students could write freely.

In the lesson called 'Daily schedule' the board played a very important role. The teacher wrote the theme, and then displayed a chart that was prepared for the lesson on the board. Finally, the teacher drew a chart for the students to fill in. They were able to understand the information written on the board and they could also write in the chart drawn on the white board. All the information displayed on the board was related to the topic and objective which was to develop the students' ability to take notes.

The board was used taking into account students' learning level and age because they could read and write on the chart.

The white board was of good quality. It was very large so the teacher and students were comfortable writing on it.

During the lesson about 'Adjectives' the teacher used the board to write the topic. Then he displayed vocabulary on the board. The teacher wrote interesting and relevant information related to the theme and objective of the lesson which was to build vocabulary. Students were very interested in the lesson where they were participating actively. Finally, the teacher wrote the instructions of the exercises so students could also write some sentences using adjectives, for instance, I am happy.

The board was used according to the age and level of understanding of the students because they were able to read and write on the board using adjectives.

Finally, the board had a good quality; it was big enough so the teacher could write. The white board was located in front of the classroom so the students could see everything.

During the lesson about 'Adjectives: opposite' the teacher used the board to write the topic. The board was used pertinently according to the topic and objective of the lesson which was to identify the opposites. First of all, the teacher wrote the vocabulary of the previous class so students reviewed them. Then he wrote the opposite adjectives, he made this activity like a game. Students had to write the name of the adjective on the board.

The material was used according to the learning level and age because students were able to understand the exercises and they could write on the board for example: He is sad.

Finally, the board was of good quality, it was white so students used markers on it. The board was located in front of the classroom so everybody was able to see what the teacher had written. Also, the board did not shine.

In the lesson entitled 'Dialogue: Albert and Ann' the board was used in the following ways. The teacher wrote the topic of the lesson and he wrote new

vocabulary. Then the teacher wrote the dialogue on the board. The information written on the board was related to the topic and objective of the lesson which was to develop the speaking skill. Students could read the information on the board because it was clear.

The board was accurately used because the information written on it was related to the age and learning level of the students who could see and read the dialogue for example: Do you like to travel? Yes, I like to travel.

Finally, the board had a good quality; the white board in this class was large enough so the teacher had space to write the dialogue. Also, the students were able to see it clearly because it was in front of them.

In the lesson entitled 'Reading: Pure Air', the teacher wrote the theme of the lesson and had the students brainstorm about it. He wrote their ideas on the board. Then he read the story to them and later he had them draw scenes about the reading. Afterwards, the students displayed their drawings on the board. The information written on the board was related to the topic and objective of the lesson which was to develop reading skills.

The board was used according to the students' learning level and age in order to enable them to see and read easily.

Finally, the white board used in this class was of a good quality, very large so both the teacher and the students were comfortable writing on it.

Although all the lessons that I observed in this grade were interesting and dynamic, singing was the most successful of all. The teacher used the board to elicit the theme of the lesson and writing the song's name. After the students listened to the song, they needed to write the vocabulary they recognized on the song. Then the teacher used the board to give instructions about the exercises the students needed to

do. The information provided was related to the topic and objective of the lesson which was to have fun and while improving the pronunciation.

The information written on the board was relevant to students' learning level and age because they were able to recognize vocabulary and read the exercises writing on the board.

Finally, the board in this class was of a quality, students could see and read the lyrics of the song. Moreover, they could write exercises on it without problem.

Learning Styles

One way to improve learning is using supplementary materials; they help in many ways especially in enhancing students learning styles. The impact of the different supplementary materials used in this grade was great because the activities outlined were appeal for everybody, Reynolds (2000, p. 585) says 'what is presented to the students will affect stylistically their learning'. Teacher made the classes more dynamic and interesting using the supplementary materials described which led students to use their abilities and they were willing to work. Using different materials helped everybody in this class. Students showed that they learned differently because they see the world in different ways (Taylor, 1997).

Boyd and Miller (2000) say, that "the learner needs to be actively engaged in constructing and clarifying meaning". This means that it is important for students to produce the target language which is possible if the teacher allows students to talk. The supplementary material used by the teacher helps students to improve their abilities especially in dialogues and songs. According to Gardner (1985), "using rhythm, chanting and songs with students can increase their attention and interest while motivating them to learn". Tomlinson (1994) agrees that helping students' arousal helps them to gain background on how the language works. The use of

different supplementary materials in this class let students express their attitudes and behavior which showed their different learning styles.

Finally, students were engaged and enjoyed the classes because the quality of the supplementary material used by the teacher was excellent.

5th Grade/ 9 years old

In this grade the supplementary materials more frequently used were: flash cards, pictures, charts, word cards and white board.

Flash Cards

This kind of supplementary material was used in four classes out of the ten observed in this grade.

During the lesson about 'singular and plural nouns', flash cards were very useful because they helped students to identify many items. It also helped to reach the goal proposed which was to raise students' awareness about the differences between plural and singular nouns. In this class, I could see that the students were very interested as well as active during the whole class. The teacher used this material according to his objective and it was related to the topic too.

The material was used taking the students' level and age into consideration because they were familiar with the nouns written on the cards. They could identify the nouns easily and formed the plural. For instance when they saw a lemon, they could form the plural saying "I see four lemons".

Finally, the material used was of good quality. They were made by the teacher and easy to understand because they were colorful.

In the class entitled 'I am a fireman' the use of flash cards was very successful because the students had the opportunity to develop their ability to talk, which was the goal for this class. Students were very active because they actively participated when the teacher showed them the cards. The cards were related to the topic too. The material was used adequately so the students were able to understand and participate.

The cards were used according with the students' learning level and age because they presented simple vocabulary which had previously been taught to them. The material used for this lesson helped students to participate willingly.

Once again, the supplementary material was made by the teacher, in paper and of good quality. They were simple easy-to-understand cards and they met the students´ needs.

The use of flash cards in the lesson entitled "Professions" to present and practice vocabulary related to occupations was very productive. The cards were appropriate for the theme because the students really enjoyed looking at the cards and saying the professions out loud. They were related to object of the lesson which was to build vocabulary about professions.

Students were capable to identify the professions because the cards were clearly presented for their age and learning level. The material could address students' needs because they could write sentences with the new vocabulary, for example "I am a student".

Finally, the cards were made of cardboard; they were made by the teacher of good quality, and easy to understand which facilitated students' comprehension.

In the class about 'the months of the year' the flash cards were not appropriate for the students although they were related to the theme. They had too much information on them, they were very complex. Students got nervous when they could not describe the cards. Students needed more vocabulary that they did not know. That is why it was very difficult for them to get involved in the conversation that the teacher wanted to create. The goal proposed for this lesson was to develop the students' speaking skills; it could not be accomplished because the students could not communicate their ideas clearly due to a lack of vocabulary presented in the

cards. So first, the teacher was supposed to introduce the vocabulary that he failed to teach in the previous lesson.

The cards were not suitable for the students' learning level and age; they were very difficult to describe. So students did not participate, they said a few words when they saw a card. For example, they could say snow and nothing more.

Finally, the quality of the flash cards was good, they were made of cardboard and very colorful but they did not fit the students' needs.

Pictures

Pictures were used to teach 'plural forms (-s, -ies, -es)' and the objective was to provide speaking and communicative writing practice. In this lesson, the teacher helped students to go with their imagination, which lead them to actively participate. In this activity, the teacher gave students opportunities to learn and communicate through their own knowledge and experience. This class was very productive because students associated words with the objects they see every day, for example a picture of a lemon was shown and the students wrote the plural by adding the –s lemons. The material used in this class helped to reach the aim and it was also related to the topic of the lesson.

The material used in this class was related to the students' learning level and age because they were able to write the plurals of the objects on the pictures. They were hand-made, colorful and of good quality which enabled the students to participate during the class by identifying them and writing about them.

The material used in the class entitled 'the supermarket' was aimed to build vocabulary. The students were able to recognize information such as fruits and vegetables, and categorize them. Students were very motivated and they were

anxiously participating. The material was relevant to the topic and aim of the lesson which engaged students during the whole lesson.

The material was used according to the age and understanding because the students were able to identify the items in the pictures. After the teacher showed the pictures, students were able to categorize new vocabulary, for example they could put oranges in the fruit column.

In addition, the pictures were of good quality, handmade with wonderful drawings on them, which helped students to easily identify the items.

In the lesson entitled 'the Coopers' the use of pictures taught students new vocabulary but did not have any relation with the objective of the lesson, which was to read notes. This confused the students a little bit since they did not know what to do. The teacher got a little frustrated too but because he had a lot of teaching experience, he quickly changed the activity and the lesson focused on vocabulary about carpentry.

The pictures were neither suitable for the students' learning level and age nor were they related to the object of the lesson. The pictures were much too complex.

The pictures were magazine cut-outs, and although they were very colorful, they did not help students.

Charts

During the lesson entitled 'Verb to be', the teacher used a chart that showed the basic structure of the verb. In this lesson, students were able to recognize the basic sentence structure, which was the objective of the lesson and also related to the theme. The chart illustrated important patterns that effectively clarified information to the students who were able to interpret the information showed to them. They

were able to elaborate a simple sentence like "you are happy". Although students were able to get the point of the lesson, they seemed uninterested.

The material was related to the students' learning level and age because they were able to formulate sentences, but unfortunately, they were not engaged in the lesson.

The chart was made by the teacher. It was very simple and easy to understand despite being uninteresting. It was of good quality and made of paper.

Word cards

Using word cards in the lesson called 'Parade' was a way to review vocabulary that they had learned before. The teacher accomplished the objective of the lesson which was to develop intensive reading skills related to the topic. Students enjoyed reading, which the teacher had presented in the form of a sentence-organizing game. This lesson was very interesting due to the fact that students were paying close attention during the whole lesson.

The information presented on the word cards was related to students' learning level and age because they were able to put the word cards in the proper sequence.

Finally, this material was of good quality. They were made of cardboard and handmade by the teacher.

After explaining the lesson on 'demonstratives', the teacher created an activity called stepping stones where the stones were the word cards. Students really enjoyed the activity because it was a very active lesson. As they stepped on the stone, they had to say the word written on the card which really accomplished the object of the lesson which was to develop speaking skill. The cards were related to the topic of the lesson. This lesson helped the students to practice listening, demonstrating, interacting and understanding. They were heavily engaged throughout the lesson.

The cards for this class were suitable for student's level and age because they were able to respond to the activity, for example as they stepped on the card they said "this is my cat". The students' motivation was very high because they were very active.

Finally, the cards were made by the teacher, they were of good quality, and they enabled the students to speak.

White board

During the observations in this grade the primary source of supplementary material was the white board. As in any class, this is the tool that is more accessible for every teacher.

In the class on 'Singular and plural' the teacher started by writing the theme of the lesson on the board and then on the right side he wrote the vocabulary. He explained some plural form rules and wrote them on the left side of the board. The center of the board was used for the flash card, and then the students would say the plural forms out loud. The information written on the board was very clear and easy for the students to understand.

In this lesson, the board was used according to students' learning level and age and at the same time it could accomplish the objective of the lesson which was to raise students' awareness about the differences between plural and singular forms. The students participated actively, for example, a student had to write the word "sheep" on the board and then he would say its plural form.

Finally, the white board used in the class was of a good quality, and large enough so the teacher and students could work comfortably.

The board was used adequately in the class entitled 'I am a fireman'. First, the teacher used the board to introduce the topic of the lesson and to write the

lesson's vocabulary. Then the teacher presented the pictures on the board so the students could identify and name them. Talking was very important in this lesson; the students were able to express themselves by naming the vocabulary in the cards. The information presented on the board was related to the topic and to the objective which was to develop the students' speaking skill.

The information was pertinent for the students' learning level and age because they were able to participate and also because the students could name the vocabulary presented in the cards. For instance, they said "I am a fireman" and addition, they could write it on the board.

Finally, the white board used in this class was of good quality, spacious and it did not shine which helped the students to see the information clearly.

In the lesson entitled 'Professions', the objective was to develop vocabulary related to professions. The teacher used the board to write the topic of the lesson as well as the list of professions for students to stick one of the flash cards which had a drawing of that particular profession beside the corresponding word. Students had a lot of fun. They wrote sentences using the professions in their notebooks and then on the board. The use of the board in this lesson was related to its topic and objective.

The material was adequate for students' age and understanding because the students could clearly see the information presented on the board which lead them to actively participate.

Finally, the quality of the whiteboard was good; it was large enough for teacher and students to write comfortably on it. The board was located in front of the room so everybody could see it without any problem.

During the lesson 'The months of the year' the board was used adequately, although the objective of the lesson which was to develop students' speaking skill

was not achieved. First, the teacher wrote the theme of the lesson on the board, and then the vocabulary, and finally, the teacher wrote the instructions for the activities.

The information written on the board was suitable for the students' learning level and age because they could see and read it without any problem; they were also able to write on it.

Finally, the whiteboard was of good quality and the students could write easily on it.

In the lesson entitled 'Plural forms' the teacher first used the board to write the topic of the lesson, and then the pictures were displayed on the board for the students to write under each picture. The students were interested in the lesson because they could practice both speaking and writing which was the objective of the lesson and also the material was related to its theme.

The information written on the board was suitable for the students' learning level and age because they were able to see and write on the board, for example "orange, oranges".

Finally, the board was of good quality and large enough for the teacher and students to work freely.

In the lesson called 'The Supermarket', the whiteboard was used appropriately and the students really enjoyed this lesson because they were able to understand everything that the teacher had written on the board. First, he wrote the topic of the lesson and then he wrote the vocabulary on the right side. Once the students could identify the vocabulary, they needed to stick the picture in the correspondent category and under each picture they wrote the name of it. The information written on the board was related to the topic and objective of the lesson which was to build vocabulary.

The information presented on the board was appropriate for students' learning level and age because students were able to read it. Also, the students could write on it without any problem.

Finally, the whiteboard was of good quality and very spacious so teacher and students could use it.

In the lesson entitled 'The Coopers' the board was used first to write the topic of the lesson and then the pictures were displayed on the board so students could write some of the vocabulary. The teacher also wrote the instructions for the activities. At the beginning of this lesson, students got a little overwhelmed because they could not do the exercises, but then the teacher changed the exercise so the students could fill out a table which helped to reach the goal of the lesson to learn to make notes.

The board was used according to the students' age and level of understanding especially on the second activity which lead the students to write on the board. The teacher also wrote legibly and neatly, so students were able to understand everything.

The board was of good quality and large enough for the teacher to write everything he needed.

Recognizing basic sentence structure was the objective of the lesson entitled 'Verb to be'. First, the teacher wrote the topic of the lesson on the board and then he displayed the chart that he prepared for the class. After the teacher finished explaining the chart, he drew a chart on the board for students to fill in; for example, they wrote "am, are and is" in the correct column. The teacher later wrote the instructions of the activities, and the homework for the following class.

The information presented on the board was adequate for the students' learning level and age because it was easy for them to see. The board was of good quality and it was large, so the teacher could organize what he wrote properly.

In the lesson entitled 'Parade' the teacher used the board for the following activities. First, he wrote the topic of the lesson and then he asked students to write the vocabulary from the previous lesson. After that, the teacher used the board as a temporary displaying area which was used to attach word cards so the students could form sentences and read them afterwards. This lesson was very productive because students could speak about the aim of the lesson while they were writing on the board. All of the information presented on the board was related to the topic and the objective of the lesson.

In addition, the information presented on the board was perfect for the students' learning level and age because the students could see the information for example when they could form sentences such as: "There is a clown", they were able to move the cards.

The board was of good quality, very large so the students could write on it and freely move the cards around its surface.

During the lesson on 'Demonstratives' the board was used to write the topic of the lesson and to write the instructions of the activities. The information on the board was related to the topic and objective of the lesson which was to develop the speaking skill. The students were able to understand what they read on the board because the information presented was neatly written and the teacher also involved them.

The board was used adequately for the students' learning level and age because the students could write on the board, for example they wrote 'This is my book'.

The quality of the board was good; it was very clean not too old, so students were able to see it and write on it.

Learning Styles

According to Kolb (1984) learning styles refer to personality which includes visual, auditory and kinesthetic or tactile learners. In this grade, the supplementary materials used enabled the students to show their personality and at the same time allow students to become more independent, autonomous learners. As Bryam (2000, p.346) said, the most important rule in teaching is to help students to use their learning styles to become more independent students, and to make better choices when facing any work.

In this grade, the teacher was able to develop very good activities which were very productive. Setting up successful activities mean eliciting students participation and this only can be done by considering the students' different learning styles. Activities must be related to the lesson and they should be prepared carefully. Helping children to use their different learning styles is a hard job for teachers because activities that awaken their learning styles are the same as those that awaken their different models of learning (Lee, 2005, p. 434).

6th grade/10 years old

Flash cards, pictures, songs, dialogue, stories, and a white board are the supplementary materials that the teacher used in this class.

Flash Cards

Using flash cards in the lesson entitled 'Present progressive' the teacher wanted to help students to increase their ability to develop speaking skill while using vocabulary that they already knew. In this lesson, the teacher could not reach the objective which was speaking skill. Although they were related to the theme of the lesson, they were not pertinent to the objective. The flash cards had too much information on them.

This activity was quite challenging because the cards were somehow not adequate for students' level, and they were also pre-designed. The students did not know all the vocabulary presented in the cards, so they could not express their ideas, therefore the supplementary material did not help them.

The quality of the cards was good but they were very complicated for the students. The cards were made of cardboard.

The use of flash cards in the lesson entitled 'Possessive nouns' was very fruitful because students could understand possessives which were the goal to be reached and it was also related to the topic of the lesson. The flash cards used were very colorful and they got the students' attention. Students were ready to participate, the usefulness of the cards was evident; for example, the students could identify possession with the classmates' things like "Maria's rule".

The cards were related to students' age and understanding level, because the students were able to say possessives.

Finally, the cards were handmade and they were of good quality. They were made of cardboard. They were also very colorful and easy to identify.

Using flash cards to elicit vocabulary related to 'Traditions' was very successful because students were active until the end of the class. In this class, the teacher could reach the objective trace for this lesson which was to build vocabulary and the cards were related to the topic. The material was used adequately because they attracted the students' attention; they participated, asked many questions and showed that they were learning. In addition, students were able to use the new vocabulary for example when the teacher showed them a card they said "Christmas".

They were easy to understand and they were also used taking into consideration the students' level and age. The students were constantly participating.

Finally, this teaching material bought by the teacher was of good quality, very colorful and easy to understand because students participated a lot.

The teacher used flash cards in the lesson entitled 'sports'. He started by having students imagine that they were at a park. First, the students could identify them when the teacher showed them the cards. Then, students could practice saying the sport presented in the cards. The teacher made the activity a little bit more challenging; the students saw the flash cards and describe them using simple sentences. The cards were pertinent to the theme and the objective was to develop vocabulary.

Students were able to accomplish the objective because the cards were appropriate for their age and learning level because they were able to recognize the sports e.g. soccer, baseball, and so on. They could build simple sentences such as "I play soccer".

Finally, the cards were made by the teacher; they were very interesting and colorful. The material used in this class was of good quality.

In the lesson entitled 'What time is it?' the use of flash cards helped students to understand about time and at the same time they could develop speaking skills which was the objective of the lesson. The material used in this class was pertinent to the topic and objective because students could repeat and understand. On one side, the cards had the time written in numbers and on the other side the time was written in words, so the students could practice repeating and asking for the time; for instance, they read the time in numbers and repeated it. Then, they corrected themselves by looking at the other side of the card.

The materials used in this lesson took the students' level and age into account because it was easy for them to ask and tell the time. They were very interested in the class.

Finally, the cards were of good quality and made by the teacher. They were made of cardboard and covered in plastic.

Pictures

In the class entitled 'action verbs' the teacher used pictures so the students could pretend they were doing what they saw in the picture. Students had a lot of fun because they not only saw interesting pictures but also they acted them out. The pictures were very helpful and they were related to the topic and objective of the lesson which was to review action verbs. The pictures had different actions such as somebody writing. First, the student identified the action verb and later he mimed it so another student could guess what he was doing.

They were appropriate for students' learning level and age because students could use the picture and repeat what they saw on it.

Finally, the pictures were of good quality and they were cut out from magazines with lots of colors and easy for students to identify.

In the lesson entitled 'Health and Life' the teacher was able to get the students' attention because the pictures were very interesting. The pictures were related to the theme and objective of the class which was to build on students' awareness of the importance of having a healthy body and life. Students were engaged in the lesson because they asked many questions to clarify their ideas. For example, the teacher showed a picture with girls exercising on it and asked 'Is she an active girl?' students answered 'yes, she is.'

The pictures were related to the learners' level and age because they were easy to understand and describe. They helped students to think about their own way of living and also motivated them to make changes. For instance, they said that they do not eat vegetables because they do not like them but they will try to eat vegetables more often.

Finally, this supplementary material was cut out from magazines; they were of good quality and very interesting. The supplementary material was carefully chosen in order to engage the students in the lesson.

White board

During the class entitled 'Present progressive' the board was used in the following ways. First, the teacher wrote the theme of the lesson on the board and then some vocabulary and instructions were also written. It was all related to the topic and objective of the lesson which was to develop speaking skills.

The information written on the board was suitable for the students' level and age because they could understand the teacher's writing which was very legible and neatly written.

The white board was of good quality and very large. It was located in the front so the students were able to see everything the teacher wrote on it.

In the lesson about 'Possessive nouns' the board was very useful. The teacher wrote the theme of the lesson; he wrote some vocabulary and displayed flash cards on it. The board helped students interact because they went to the board in groups to do matching activities.

The information written and displayed on the board was related to the topic and objective of the lesson which was to develop knowledge about possessive adjectives and it was also appropriate for students' learning level and age because it was easy for them to see, read and they could also write on it.

Finally, the whiteboard was of good quality, very large, clean and it did not shine which helped the students and the teacher to work appropriately.

In the lesson about 'Traditions' the board was used successfully. The teacher wrote the topic of the lesson and vocabulary and then explained the activity. The teacher divided the board in two parts for two groups so they could play. This lesson was full of fun and racing. The information presented on the board was according with the topic of the lesson and objective which was to build vocabulary.

In addition, the students' level and age were taken into account. This could be observed with the students' participation because they could write on the board.

Finally, the board used was of a good quality and very large which lead students to work and write without any problem.

In the class entitled 'Sports' the teacher used the board to write the theme of the lesson and then he wrote up the tasks. The students also had to write sentences on the board about a story. The information showed on the board was related to its topic and the objective which was to build vocabulary.

The information presented was according to students' learning level and age because they were able to write the sentences on the board without any problem since the board had enough space to write on.

Finally, the quality of the board was good because it was spacious and very clean so the students could use it adequately.

In the lesson entitled 'What time is it?' the teacher used the board to write the topic of the lesson and then explain the activities one by one. The board was used to present information that was related to the topic and objective which was to develop speaking skill. For instance, the students had to write the time on the board and repeat it out loud.

The board was used according to students' level of understanding and age because they could read what was written on the board and it was very clear for them to see it.

Finally, the whiteboard was of good quality, large enough so students could write freely on and it was also located in the front so the students could see it clearly.

The topic in which the board was used was about 'action verbs'. The main objective was to review action verbs. The teacher used the board to write the topic of the lesson, to explain the activity and finally to display the pictures. The teacher showed a picture to the student who wrote the name of it and then acted it out, finally, the other students guessed and wrote a sentence using the picture.

 It was appropriate for students' level and age because the information on the board was easy for the students to write, they could do the activities without any problems.

Finally, the board was of good quality; it was large enough so the teacher and the students could write the activities comfortably.

In the lesson about 'Health and life' the teacher used the board to write the topic of the lesson and vocabulary. As the students saw the pictures, they students asked questions and wrote them on the board. Students developed awareness of the importance of keeping a healthy body and life which was the objective of the lesson. Then the students did a matching activity, where they had to match the picture displayed on the board with the vocabulary that was written beforehand. During the class, students were able to express their concerns which were answered by the teacher.

The board was used according to students' understanding level and age because students could read clearly what was written on the board and they were also able to write on it.

Finally, the board was of a good quality, very big and clean so students could write on it easily.

In the lesson entitled 'Song: The sport dance', the board was used to write the title of the song. Then the teacher wrote the lyrics and finally, he wrote the instructions of the activities. They were very clear and the students could understand the teacher's hand writing because it was legible and neatly written. Then the students could sing the song by following the lyrics on the board. The information written on the board was related to the objective of the lesson which was to improve pronunciation and it was also related to its topic. The students were very engaged in the lesson and they were delighted with the song.

The board was used according to the learning level and age of the students because they could see the information written on it and it was also easy for them to write on. Especially, when the teacher asked them a question, for example: What is he doing? students answered "playing baseball".

Another lesson in which the board was used was about a 'Dialogue: Our world'. He used the board to write the topic of the lesson and then explain the activities the students needed to do. The teacher wrote the dialogue on the board and then the students had to read it. The students showed some apathy during the lesson because they had a lack of interest. The information displayed on the board was pertinent to the topic and objective of the lesson which was to develop reading skills.

The information presented on the board was used taking the student's learning level and age into account. The students were able to see and read it because the teacher's writing was clear enough for them but it was not of their interest.

Finally, the quality of the board was good, it was very large so the students could read all the information presented easily.

In the lesson entitled 'The New Year', the teacher used the board to write the topic of the lesson as well as the vocabulary needed. The main objective of the lesson was to ask and give the time and write sentences related to the New Year. The teacher wrote exercises to correct and so students had to go to the board and correct them. Finally, students had to draw some scenes about the sentences. For example, the corrected sentence said "The New Year starts at 12 o'clock" so students needed to draw the time. This information presented was related to the topic and objective of the lesson which was accomplished because students were able to participate.

The information written on the board was used taking the students' age and level of understanding into account. The information showed on the board was very easy and clearly understood because the students were able to see it and they could also write on the board.

The white board had a good quality because it was not old and it was also large enough for students to see everything that was written on it.

The teacher also used the board in a class which topic was 'Story: Sport'. First, the teacher wrote the topic of the lesson on the board. After students heard the story, the teacher displayed the pictures related to the story on the board so that they could put then in correct order according to what they heard. Finally, they wrote a sentence describing it under each picture. All the information presented on the board was related to the topic and objective of the lesson which was to discover meaning.

Students really enjoyed this activity because the information was used according to students' learning level and age. They were able to read because the teacher wrote clearly and neatly.

Finally, this material had a good quality because the white board was large and clean so students could see the information presented and write freely.

Songs

In the lesson, 'Song: The sport dance', the teacher used a song as a way to help students to engage in the learning process of a foreign language; at the same time students could practice pronunciation which was the objective of the lesson. The song was pertinent to the theme and objective of the lesson because the song had easy vocabulary that the students already knew. For example one line said "They want to be healthy", in this line students raised their voice tone.

The material was used taking the students' understanding level and age into account because the vocabulary and forms in the song were connected with previous lessons and students could recognize them.

Finally, the song was part of the students´ book; it was short with easy vocabulary so students could sing it.

Dialogue

Using a dialogue to develop students' understanding about possessive adjectives in the lesson entitled 'Our People' was not productive due to lack of interest of the students. The material was related to the topic and the objective of the lesson which was to understand possessive adjectives. The students were able to produce sentences like "She is my sister".

The dialogue was used according to students' age and understanding level because they were able to produce sentences using the possessive adjectives especially when the teacher asked "Who are these ladies?", students easily answered "The queen and her court" but the lesson was not in their interest.

The material was of high quality because it was part of a very suitable book for students of that age with easy vocabulary so students could read and use them.

In the lesson entitled 'The New Year', the teacher used a dialogue because students connected their own activities. They had opportunities to practice asking and giving the time which was the aim of the lesson. In this lesson, the dialogue lead students to be more involved. For example, they could ask "What time do you eat?", and the students easily answered "At 12 o'clock"

This material was also taking into account the age and learning level of the students because it was easy for them to identify the time and students were also able to link it with their own life.

Finally, the dialogue was taking from a book with easy vocabulary so students could identify time easily. This material was of good quality.

The teacher also used a dialogue in the lesson which topic was 'Health and life'; the objective was to develop awareness about the importance to keep a healthy body and life. While students' role played the dialogue they were able to deal with

the pronunciation and the material used was pertinent to the topic and objective of the lesson.

This lesson was appropriate for students' age and level. The dialogue was easy to understand and to carry out; the students were able to learn and use the information provided and also they could understand the importance to keep a healthy life.

Finally, the dialogue was from a textbook that was very suitable for young learners. This dialogue helped the students to build on awareness of the importance of keeping a healthy body and life because it was easy to understand and use.

Stories

In the class entitled 'reading: Sport' the teacher tried to make students think reading as a means of entertainment and a way to discover meaning. The material was pertinent to the topic and objective of the lesson which was to archive reading skill. The reading was understandable and suitable for the students, it contented easy vocabulary and structures seem for them before. This lesson was very productive because students were able to understanding and participate during the class, they showed interest. For instance, the teacher asked them "what does practice mean?" and the students answered "practicar".

The material was also used according to students' age and level of understanding because the reading was used effectively. After the teacher read it, the students were able to understand and talk about sports in an easy way.

Finally, the material was of a good quality it had colorful pictures and easy to read so students were able to understand the information that was given to them

Learning Styles

The supplementary materials used in this grade were interesting and colorful; letting students to participate in different ways. Most of the lessons in this grade were very productive. Productive activities related to their age and needs help students to raise their desire for learning; at the same time, they develop their different learning styles Dowd and Tierny (2005, p. 18).

The different activities and supplementary materials used made students become exposed to real language which develops students' productive skills as well as receptive skills, so their learning styles were benefited from those activities. The relationship between teacher and students also was benefited because students were comfortable to participate and the teacher was willing to help them. According to Ur (1991) the relationship within the classroom are likely to be stronger and deeper if activities are related to students needs.

The quantitative analysis will help to determine the frequency and variety of supplementary materials used in the observed classes. For this study, eighteen supplementary materials were used to find out the frequency of use. They were categorized as visual, audio, audiovisual, realia and online see Annexe 1. One of the objectives of this study is to identify and analyze supplementary materials used by teachers (see chart one). Through the observations, it could be seen that from the eighteen supplementary materials investigated only eight were used in the three grades. The predominant supplementary material in the three classrooms was the whiteboard.

The following graphs showed the supplementary materials used in the three grades.
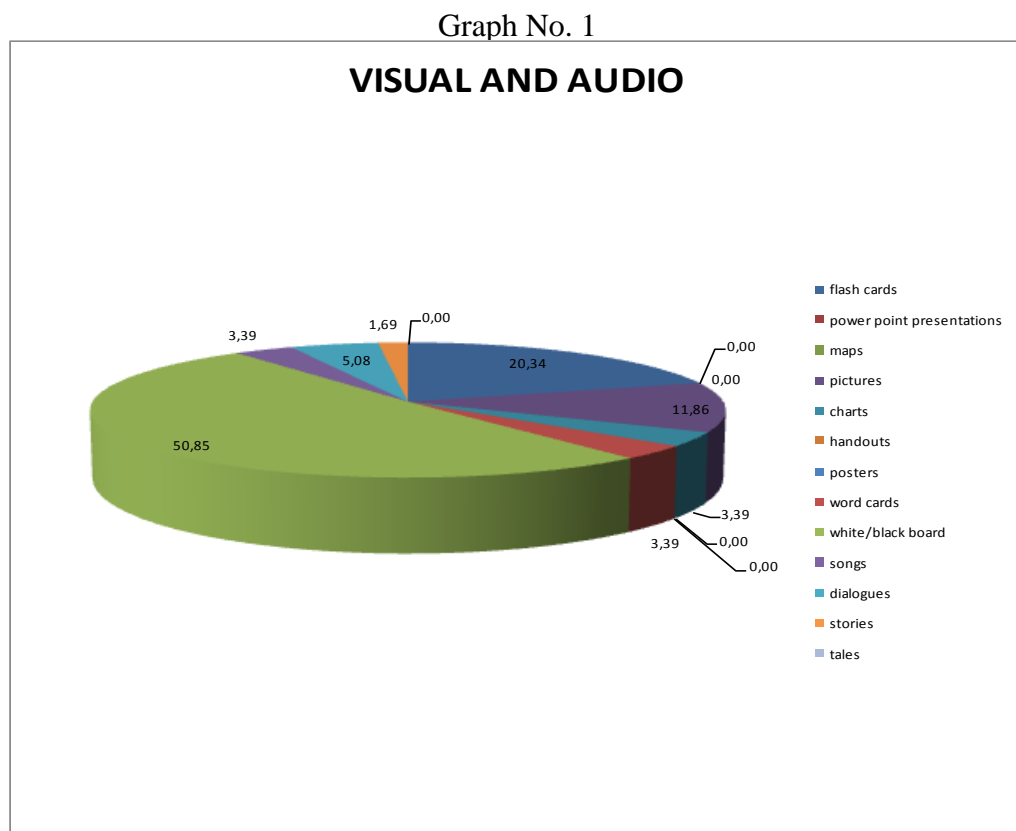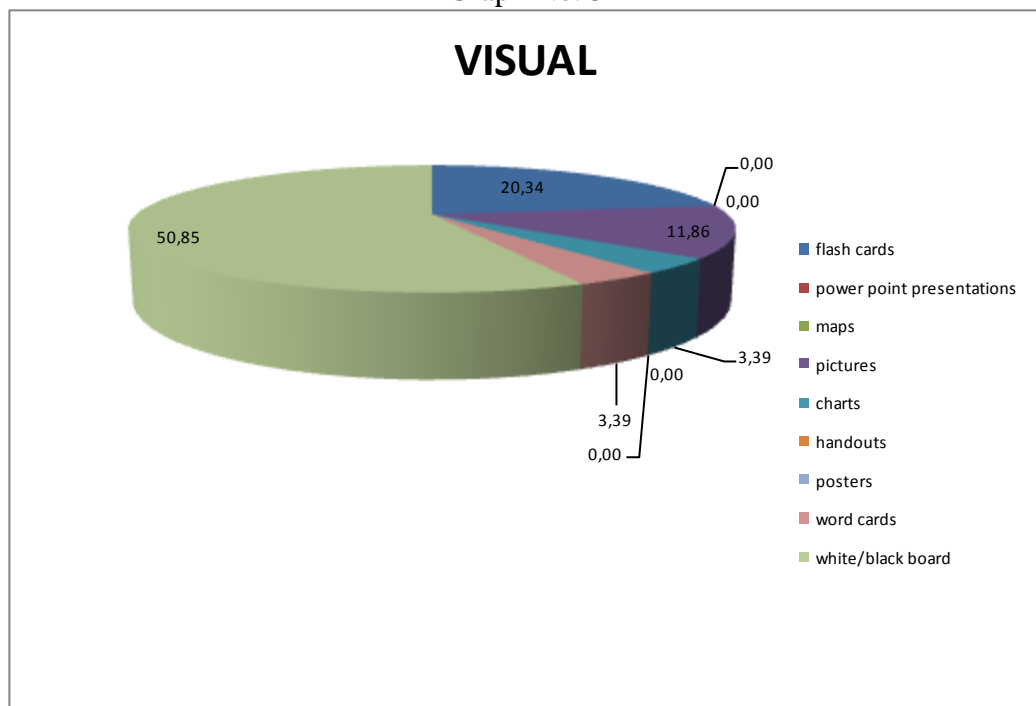
Graph No. 1

Author: Meri Cabrera Rodríguez

Graph No. 2
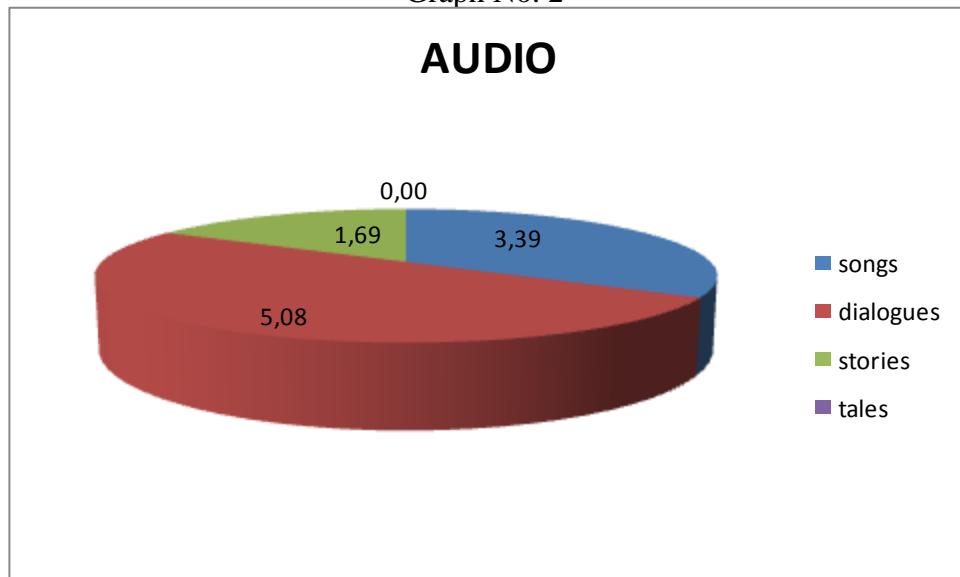
Author: Meri Cabrera Rodríguez

Graph No. 3

Author: Meri Cabrera Rodríguez

It is important to analyze each grade to have a clear picture and to understand the frequency and variety of the supplementary material used.

These supplementary materials were used in fourth grade: flash cards, pictures, charts, whiteboard, songs and dialogues (see chart number two). During the observations in this class, flash cards were used three times, pictures twice, charts were used once, and the whiteboard ten times this in terms of visual supplementary materials. The teacher used audio supplementary materials such as song once and a dialogue once as well (see chart number five). This indicates that more visual materials were used in this grade comparing with audio materials. In sum, visual materials were used more frequently and variety too.

In the fifth grade, the supplementary materials that were used were: flash cards four times, pictures three times, word cards two times, charts once and whiteboard ten times (see chart number five). In this grade the predominant material was the whiteboard in relation with flash cards and pictures. The least used material in this class was charts. In this class the most frequent supplementary materials used were the visuals. The others were not used at all.

In the sixth grade, the following supplementary materials were used: flash cards five times, whiteboard ten times, song once, pictures twice, dialogue twice, and stories one time (see chart number four). In this class, visual and audio materials were used; visual was more frequently used and audio had more variety.

According to the results, we can say that more visual supplementary materials were used in the following order: the white board was used more frequently in the three grades which represents a 50,85% of the total materials used, followed by flash cards with a 20,34%, then pictures were used 11,86 % and finally, word cards and charts had the same frequency which was around 3,39%.

In relation to audio supplementary materials, the most frequently used were dialogues with 5,08% of the time, followed by songs with a 3,39% and the least used supplementary material were stories with 1,69%.

Besides the observations performed, a survey was conducted to both students and teacher (see annexes 2 and 3). For this analysis, the students´ survey of the three grades will first be analyzed in order to get a better picture of their point of view.

All students liked the materials used by the teacher because they were participating, paying attention and they were also curious about the material. The students also said that the materials used helped them to understand the topic of the lesson better; this was due to the fact that the supplementary materials were pertinent to the topic and objective of the lesson. Moreover, the supplementary materials used helped students to participate more. In addition, students said that they would like to incorporate more audio-visual materials such as videos, films, and so on. They also said that they would like the teacher to use movies in the classroom. Finally, the students agreed that they would like the teacher to always use supplementary materials because they made the class more interesting.

Finally, the teacher's survey will be analyzed to have an idea of the teacher's perspective about the use of supplementary materials in the classroom. The teacher responded that supplementary material motivates students because they are always curious to know what the material is about. Consequently, it raises their motivation. People have different reasons to study English (Harmer, 1991, p. 1) but children are motivated with activities that awaken their curiosity. The teacher that I had the opportunity to observe was a model to his students because he was very enthusiastic. He raised his students' motivation although he did not use a variety of supplementary materials which were repetitive.

Also, the teacher said that he primarily uses the whiteboard but he also uses flash cards, pictures, word cards and other tools because they help to awaken students' interest in the class. These supplementary materials were repetitive but they were of good quality.

The teacher told me that he also takes the students' different learning styles into consideration when designing the materials because they must be suitable for their own way of learning. This helps them to get involved in the lesson and they do not get bored. The teacher said that he uses visual materials more because his students are more visual and this type of materials help them to use their imagination and associate with things they see every day.

Finally, the teacher responded that the use of supplementary materials in EFL classrooms is very important because supplementary materials make the class more interesting and students have more opportunities to participate.

Conclusions

Most schools do not provide English teachers with the appropriate supplementary materials. They have to work only with a simple whiteboard. The charts show that whiteboards are used 50, 85 % of the time.

The 90 % of the supplementary material used by the teacher was considered adequate for both the students' age and learning level. In each class, the topic was carried out appropriately and the objective of the lesson was reached with the help of the supplementary materials.

Supplementary materials such as flash cards containing pictures of vocabulary were aptly used by the teacher and well-received by students. They were commonly hand-made and colorful; however, in some cases; students became confused when the cards contained pictures that appeared to be too complicated.

The repeated use of supplementary material such as flash cards appeared to bore students, who were more interested in learning English through audio-visual activities.

The use of supplementary material promoted a friendlier and open environment because students could participate freely and the teacher was ready to help and explain the lesson to his pupils.

Supplementary materials helped to increase students' motivation; consequently, they helped them to participate willingly and grow an interest in learning the language. The students showed their motivation by enthusiastically taking part of the class.

Recommendations

Further investigation in this regard seems to be necessary in order to have a wider picture of the use of supplementary material, especially because the research was conducted in a private school, so it is necessary to investigate in public schools too.

It is necessary to observe more teachers to get a better picture about the use of supplementary materials. Each teacher uses different materials; consequently, this will help us to get a wider view of the use of supplementary material in the country.

The use of more supplementary materials is also necessary for the benefit of students. They become restless when they are not interacting during the class. EFL students are more interested in speaking rather than listening in order for them to become independent speakers.

It is important to implement a variety of supplementary materials to meet the students' needs and different learning styles, for example, using flash cards to recreate students' daily routines which is more realistic than using a book story and at the same time students will have the opportunity to use their own way of learning.

Today's technology and the English language go hand and hand, so it is essential for students to be prepared to become part of the workforce. The Internet is a very useful tool for teaching English because it has an enormous amount of materials that students could use; consequently, they can be directly involved in their learning, making this more interesting and effective because they are exposed to real and authentic language.

More audio-visual materials should also be used in EFL classrooms because students are more likely to learn the language when they are exposed to real-life

situations presented to them in video or audio. Using interesting videos, movies and

so on will improve both the students' visual and auditory senses.

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ANNEXES

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC (   )PRIVATE (   )
DATE: _____   CLASS Nº ___
GRADE: _____

TOPIC OF THE LESSON: _____
OBJECTIVE (S): _____
_____
_____

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

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

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

_____
_____
_____

Was it used appropriately in relation to the topic of the class? yes____ no____ Why?

_____
_____
_____

Was it used appropriately in relation to the objectives of the class? yes___ no___ Why?

_____
_____
_____

Was it used appropriately in relation to the students' age? yes___ no___ Why?

_____
_____
_____

Was it used appropriately in relation to the students' level? yes___ no___ Why?

_____
_____
_____

Was it elaborated and applied with creativity and originality? yes___ no___ Why?

_____
_____
_____

Were students motivated with the presented material? yes____ no____ Why and How?
(For example, activates participation, awakes students' interest and curiosity)

_____
_____
_____

How do you consider the quality of the used material?

_____
_____
_____

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( )PRIVATE ( )
DATE: April 8th 2011   CLASS Nº 4
GRADE: 4th

TOPIC OF THE LESSON: My daily Activities
OBJECTIVE (S): At the end of this lesson the students will be able to recognize and expand their vocabulary related to daily activities

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

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

DESCRIPTION OF THE USED MATERIAL:
Flash Cards   (NAME OF THE SUPPLEMENTARY MATERIAL)
How was it used?
To show vocabulary

Was it used appropriately in relation to the topic of the class? yes ✓ no ___ Why?
Because the cards were related to the topic and presented images about daily activities

Was it used appropriately in relation to the objectives of the class? yes ✓ no ___ Why?
Because they were vocabulary for daily activities

Was it used appropriately in relation to the students' age? yes ✓ no ___ Why?
Because they were easy to understand and identify.

Was it used appropriately in relation to the students' level? yes ✓ no ___ Why?
They were clear, they also were easy to identify by students. Students could the words that they already knew.

Was it elaborated and applied with creativity and originality? yes ✓ no ___ Why?
They were colorful, hand-made

Were students motivated with the presented material? yes ✓ no ___ Why and How?
(For example, activates participation, awakes students' interest and curiosity)
Students were enthusiastic and participate

How do you consider the quality of the used material?
The quality was good

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OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _May 18th 2011_

GRADE: _5 th_

CLASS Nº _3_

TOPIC OF THE LESSON: _Plural forms_

OBJECTIVE (S): _At the end of this lesson students will be able to speak and write correctly using the correct plural forms._

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

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

DESCRIPTION OF THE USED MATERIAL:

Pictures (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

It was used to show object in singular on plural.

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

They were used while the teacher was explaining the plural forms.

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

They were related to objective because they help students to use their knowledge.

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

Students knew them so it was easy for students to write the plurals of the objects on the pictures.

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

They were easy to understand.

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

They were colorful and hand-made.

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

Because students had the opportunity to associate words with the objects they see every day. Students action participate

How do you consider the quality of the used material?

Good quality.

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )
DATE: _May 2nd 2011_   CLASS Nº _1_
GRADE: _6th_

TOPIC OF THE LESSON: _'Present progressive'_
OBJECTIVE (S): _At the end of this lesson students will be able to develop speaking skills using the present progressive._

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

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

DESCRIPTION OF THE USED MATERIAL:
white board (NAME OF THE SUPPLEMENTARY MATERIAL)
How was it used?
The board was used to write the themes, vocabulary and instructions

Was it used appropriately in relation to the topic of the class? yes ✓ no ___ Why?
Every thing written on the board was in relation with the topic

Was it used appropriately in relation to the objectives of the class? yes ✓ no ___ Why?
It was related to objective because Students were able to speak.

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

Was it used appropriately in relation to the students' level? yes ✓ no ___ Why?
It was suitable for students level because they could reproduce what the teacher wanted students to do.

Was it elaborated and applied with creativity and originality? yes ✓ no ___ Why?
The teacher was very organized and utilized the board adequately.

Were students motivated with the presented material? yes ✓ no ____ Why and How?
(For example, activates participation, awakes students' interest and curiosity)
Awaked students' interest.

How do you consider the quality of the used material?
Good quality very large.

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( )PRIVATE ( )
DATE: _____
GRADE: _____   CLASS Nº___

PREGUNTAS		SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?			
¿Te ayudó a entender mejor el tema de la clase?			
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?			
¿Con que materiales crees que aprenderías mejor el tema de clase?			

VISUALES		AUDIO		OBJETOS REALES	
• flash cards	( )	• canciones	( )	• objetos:	( )
• diapositivas	( )	• diálogos	( )	(juguetes, plantas, frutas,	
• mapas	( )	• historias	( )	etc.)	
• gráficos o fotos	( )	• cuentos	( )		
• tablas u organizadores gráficos	( )			ONLINE	
• hojas con actividades	( )	AUDIOVISUALES			
• posters	( )			• websites	( )
• tarjetas con palabras	( )	• videos	( )		
• pizarrón blanco o negro	( )	• películas	( )		
		• documentales	( )		

¿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

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( )PRIVATE ( )
DATE: 2 de Mayo del 2011.
GRADE: 6° de Basica.   CLASS Nº___

PREGUNTAS		SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?		X	
¿Te ayudó a entender mejor el tema de la clase?		X	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?		X	
¿Con que materiales crees que aprenderías mejor el tema de clase?			

VISUALES		AUDIO		OBJETOS REALES	
• flash cards	( )	• canciones	(X)	• objetos:	(X)
• diapositivas	( )	• diálogos	( )	(juguetes, plantas, frutas,	
• mapas	(X)	• historias	(X)	etc.)	
• gráficos o fotos	(X)	• cuentos	(X)		
• tablas u organizadores gráficos	(X)			ONLINE	
• hojas con actividades	(X)	AUDIOVISUALES			
• posters	(X)			• websites	(X)
• tarjetas con palabras	(X)	• videos	(X)		
• pizarrón blanco o negro	( )	• películas	(X)		
		• documentales	( )		

¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?
mapas, posters, videos, websites.

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

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: 26 abri 2011
CLASS Nº 2
GRADE: 6to A

PREGUNTAS	SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?	✓	
¿Te ayudó a entender mejor el tema de la clase?	✓	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?	✓	
¿Con que materiales crees que aprenderías mejor el tema de clase?		

VISUALES		AUDIO		OBJETOS REALES	
• flash cards	( )	• canciones	( )	• objetos:	(✓)
• diapositivas	( )	• diálogos	(✓)	(juguetes, plantas, frutas, etc.)	
• mapas	( )	• historias	( )		
• gráficos o fotos	( )	• cuentos	( )		
• tablas u organizadores gráficos	( )			ONLINE	
• hojas con actividades	( )	AUDIOVISUALES			
• posters	( )			• websites	( )
• tarjetas con palabras	( )	• videos	(✓)		
• pizarrón blanco o negro	( )	• películas	( )		
		• documentales	( )		

¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?
Peliculas

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

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: 18/05/2011.
CLASS Nº ___
GRADE: 5 B

PREGUNTAS	SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?	✓	
¿Te ayudó a entender mejor el tema de la clase?	✓	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?	✓	
¿Con que materiales crees que aprenderías mejor el tema de clase?		

VISUALES		AUDIO		OBJETOS REALES	
• flash cards	(X)	• canciones	(X)	• objetos:	(X)
• diapositivas	( )	• diálogos	( )	(juguetes, plantas, frutas, etc.)	
• mapas	(X)	• historias	(X)		
• gráficos o fotos	(X)	• cuentos	(X)		
• tablas u organizadores gráficos	( )			ONLINE	
• hojas con actividades	(X)	AUDIOVISUALES			
• posters	( )			• websites	( )
• tarjetas con palabras	(X)	• videos	(X)		
• pizarrón blanco o negro	(X)	• películas	(X)		
		• documentales	( )		

¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?
lo necesario

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

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( )PRIVATE ( )
DATE: _18/05/2011._   CLASS Nº __
GRADE: _5 "B"_

PREGUNTAS	SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?	✓	
¿Te ayudó a entender mejor el tema de la clase?	✓	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?	✓	
¿Con que materiales crees que aprenderías mejor el tema de clase?		

VISUALES		AUDIO		OBJETOS REALES	
• flash cards	(X)	• canciones	(X)	• objetos:	(×)
• diapositivas	(×)	• diálogos	( )	(juguetes, plantas, frutas,	
• mapas	(X)	• historias	(×)	etc.)	
• gráficos o fotos	(X)	• cuentos	(X)		
• tablas u organizadores gráficos	( )			ONLINE	
• hojas con actividades	(X)	AUDIOVISUALES			
• posters	( )			• websites	( )
• tarjetas con palabras	(X)	• videos	(X)		
• pizarrón blanco o negro	(X)	• películas	(X)		
		• documentales	( )		

¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?
lo necesario

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

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( )PRIVATE ( )
DATE: _18 de Mayo_   CLASS Nº __
GRADE: _5to "B"_

PREGUNTAS	SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?	X	
¿Te ayudó a entender mejor el tema de la clase?	X	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?	✓	
¿Con que materiales crees que aprenderías mejor el tema de clase?		

VISUALES		AUDIO		OBJETOS REALES	
• flash cards	( )	• canciones	(X)	• objetos:	(X)
• diapositivas	( )	• diálogos	( )	(juguetes, plantas, frutas,	
• mapas	( )	• historias	( )	etc.)	
• gráficos o fotos	(X)	• cuentos	( )		
• tablas u organizadores gráficos	( )			ONLINE	
• hojas con actividades	(X)	AUDIOVISUALES			
• posters	( )			• websites	( )
• tarjetas con palabras	(X)	• videos	(X)		
• pizarrón blanco o negro	(X)	• películas	( )		
		• documentales	( )		

¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?
joguetes

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

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (✓)

DATE: _26 de abril /2011_   CLASS Nº _3_

GRADE: _4to   A._

PREGUNTAS	SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?	✓	
¿Te ayudó a entender mejor el tema de la clase?	✓	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?	✓	
¿Con que materiales crees que aprenderías mejor el tema de clase?		

VISUALES		AUDIO		OBJETOS REALES	
• flash cards	( )	• canciones	( )	• objetos:	(✓)
• diapositivas	( )	• diálogos	( )	(juguetes, plantas, frutas,	
• mapas	( )	• historias	( )	etc.)	
• gráficos o fotos	( )	• cuentos	( )		
• tablas u organizadores gráficos	( )			ONLINE	
• hojas con actividades	( )	AUDIOVISUALES			
• posters	( )			• websites	(✓)
• tarjetas con palabras	( )	• videos	(✓)		
• pizarrón blanco o negro	( )	• películas	( )		
		• documentales	( )		

¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?
  Películas

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

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _18-05-11_   CLASS Nº ___

GRADE: _4 to A "_

PREGUNTAS	SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?	X	
¿Te ayudó a entender mejor el tema de la clase?	X	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?	X	
¿Con que materiales crees que aprenderías mejor el tema de clase?	X	

VISUALES		AUDIO		OBJETOS REALES	
• flash cards	(X)	• canciones	(X)	• objetos:	( )
• diapositivas	(—)	• diálogos	(X)	(juguetes, plantas, frutas,	
• mapas	(✓)	• historias	( )	etc.)	
• gráficos o fotos	(X)	• cuentos	( )		
• tablas u organizadores gráficos	( )			ONLINE	
• hojas con actividades	(X)	AUDIOVISUALES			
• posters	( )			• websites	( )
• tarjetas con palabras	(X)	• videos	(X)		
• pizarrón blanco o negro	(X)	• películas	(X)		
		• documentales	( )		

¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?
  Website   Flash cards

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

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: 30 05 19   CLASS Nº 4

GRADE: 4²² A²²

PREGUNTAS	SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?	5¡	
¿Te ayudó a entender mejor el tema de la clase?	5¡	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?	5¡	
¿Con que materiales crees que aprenderías mejor el tema de clase?	8¡	

VISUALES		AUDIO		OBJETOS REALES	
• flash cards	( )	• canciones	( )	• objetos:	(√)
• diapositivas	( )	• diálogos	( )	(juguetes, plantas, frutas, etc.)	
• mapas	( )	• historias	( )		
• gráficos o fotos	( )	• cuentos	( )		
• tablas u organizadores gráficos	( )			ONLINE	
• hojas con actividades	( )	AUDIOVISUALES			
• posters	( )			• websites	( )
• tarjetas con palabras	(√)	• videos	(√)		
• pizarrón blanco o negro	( )	• películas	( )		
		• documentales	( )		

¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?
con videos

¿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 Nº___

GRADE: _____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

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

Why?

_____

_____

_____

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (✓)
DATE: _May 18_   CLASS Nº___
GRADE: _____

Do you think that the use of supplementary material motivates students to learn English? Why?
Absolutely, supplementary materials are go wonderful resources that
help us to motivate our students.

What type of supplementary material do you usually use? Why do you use them?
Flash cards, pictures, word cards, etc. because they help students
to pay attention in the class.

Do you take into consideration the different learning styles when designing and elaborating the supplementary material for your students? Why?
Of course, I always think in my students styles. They are very visual
taking into consideration their styles, the class gets more interesting
and students participate more.

What type of supplementary material do your students prefer? Why?
Visual. It helps them to imagine and associate with things
in their daily activities

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

25% ( )   50% ( )   75% ( )   90% (✓)

Why?
They are part of our class.