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The use of supplementary materials for teaching children in EFL classes

Trabajo de fin de titulación.

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Claudia Nataly Pizarro Zea

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DEDICATION

To God for the gift of life and for every single thing

To Melody who brought so much love and strength into my world

And to my mom for all the support given to me through the years.

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My gratefulness is extended to the UTPL, especially to the people and teachers who are part of the department of English for allowing me to conclude my research, and for always being there for the students.

CONTENTS

Abstract

This paper explores the use of supplementary materials for teaching English in EFL classes, and it aims to determine and analyze the types of supporting materials used for teaching children in EFL classes.

This study was carried out in a private school from Cuenca, with an English teacher and with male and female children, who were in fourth, fifth, and sixth grades of basic education.

To conduct this research, ten observations and twenty interviews in each grade were performed. The results were analyzed qualitatively and quantitatively. In the qualitative analysis, features of pertinence, appropriateness and quality were considered for each type of supplementary material, and whether or not learning styles were taken into account by the teacher. In the quantitative analysis, the frequency of use of supplementary materials was calculated.

All in all, the results of the analysis demonstrated the deficiency and poor usage of supplementary materials in EFL classes; for that reason, English teachers should consider these results in order to improve English teaching and learning process in schools.

Introduction

Teaching English as a foreign language is an issue that troubles all those who are interested in this language because of the diversity and multiplicity of features that it involves. On one side, the context in which English is taught and learnt varies from culture to culture and from society to society. On the other hand, the success of teaching and learning English relies on the selection of good bibliographical material, methods, techniques and resources. Consequently, the goals that the learners embrace for mastering a new language are different to each person. Teodorescu (2010) mentions that there exist a wide diversity of English users and purposes for using the language, so it is essential to think thoroughly and define the right methods for EFL teaching.

In order to reach the objectives proposed when teaching English as a foreign language, it is fundamental to make use of the different aids and resources available to English teachers such as supplementary materials, like visual, audiovisual, audio, realia, and online sites.

Therefore, supporting materials can be an excellent resource that would assist the teaching and learning process if they are wisely used, taking into consideration who the learners are, their needs, and their learning styles.

Besides, according to previous studies, the use of supplementary materials is the stimulus that the students need in order to be more focused on the English class. However, it is worth when finding the accurate materials for a particular topic, using them suitably, and adapting them to the students' desires.

After concluding the research, the three objectives proposed were achieved at a hundred percent. As for the first objective, which was to identify and analyze supporting materials used for teaching children in EFL classes, the whiteboard was

used in the class over the 70% in the fourth, fifth and sixth grades; other materials identified were pictures, stories, realia, and songs with lower percentage. As for the second objective, which was to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (student's needs), and quality, all of the identified materials were described and analyzed according to pertinence, appropriateness and quality in the qualitative analysis. Finally, as for the third objective, which was to determine the frequency and variety of the supplementary materials used in the observed classes, the frequency of use of each supporting material was specified in terms of percentage and quantity in the quantitative analysis.

Furthermore, this research also includes a brief analysis centered on whether the teachers are considering or not learning styles in the teaching process, and it was determined that they are not doing so.

To enrich this research, previous studies provide evidence about the benefits of using supplementary materials.

Morse (2009), for instance, compared traditional teaching and teaching through language teaching materials and concluded that the use of language teaching materials increases the achievement level, and grammar and vocabulary can be taught more effectively. Likewise, language teaching materials help the teachers to make their lessons interesting and joyful, so they can easily attract the attention of the students during the lessons.

Additionally, Beasley and Chuang (2008) investigated if listening repetition, song likeability, and/or song understandability influence the learning environment in EFL learners that are engaged in a web-based music study. The results yielded to a chain of associations between song likeability, enjoyment of the learning

environment, motivation for learning, and achievement as well as a direct connection between song understandability and achievement.

To conclude, in the work carried out by Fidaoui, Bahous and Bacha (2010), it was determined the effectiveness and perceptions of using Computed Assisted Language Learning (CALL) in motivating second language acquisition, and in developing better writing skills. The conclusions showed that the computer is a favorite mean of students for writing, and a beneficial tool for creativity to increase language skills to a certain level; however, the lack of computers was considered a threat in the implementation of CALL.

The beneficiaries of this research will be both the teachers and students. The teachers because they will realize the wrong use they might be giving to the supporting materials, or perhaps, what materials they are missing out in their English classrooms. Alternatively, the students will also benefit from this investigation for the reason that their English classes can be assimilated in a better way, being more delightful if the teachers encourage the habit of using supporting materials according to the learning styles of the students.

One limitation identified in this study was that the teacher was the same for all the three grades. This restricted the option of seeing how other teachers fulfill their English classes.

Concluding, it is suggested to carry out similar researches with a bigger sample as to have a better view of the reality of our country when discussing EFL teaching and learning.

Method

This section describes the process followed in carrying out this research. It is divided in two parts: settings and participants, and procedures. The first part indicates the place where the research was accomplished and the sample characteristics; the second part includes the explanation of the elaboration of the literature review, the applied methods, the data collection process, the instruments used and the tabulation process.

Settings and participants

This research was conducted in 2011 in a private school located in the city of Cuenca, Ecuador.

The participants of this study consisted of a total of 67 students of basic education, 25 fourth-year students, 23 fifth-year students, and 19 sixth-year students. Their ages ranged from 8 to 10 years old. There were approximately an equal number of male (33) and females students (34). Regarding the group of fourth year of basic education, 15 were females and 10 males. As for the fifth-year, there were 11 females and 12 males. Finally, for the sixth-year group there were 8 females and 11 males.

Their classes were held 3 or 4 days a week, with a total number of 5 class periods of 45 minutes each one.

Procedures

This research consisted of a literature review and a field research. The bibliographical data were collected from books and online resources; the themes included in the literature review were teaching a foreign language, age of learners, leaners differences, motivation, learning styles, teaching techniques, different contexts for teaching, supplementary material, and five studies on supporting materials in EFL or ESL classrooms. After gathering the theoretical support, it was

organized using data collection formats with the most relying and outstanding information.

On the other hand, the process of the field research initiated by finding an elementary school where English as a foreign language was taught to children whose age ranged between 8 to 10 years old and belonged to the fourth, fifth, and sixth grades. Then in each selected group, ten observations were carried out in order to record the supplementary materials used to teach the lesson and to describe in detail the use of such materials. Also, two students per class period were selected to complete a survey with the objective of finding out if they liked the material that the teacher was using in the English classes, if it was assisting them in the learning process, and what materials they would like to be incorporated in the lessons and how often.

The method utilized to obtain the results of the field investigation was qualitative and quantitative. The instruments considered were data collection formats, observation formats, tables, and questionnaires.

The data were tabulated in five charts. The first chart contained a list of all possible types of supplementary materials; the box corresponding to the material was checked if the supporting material was used at least once within the thirty observations; in this form, all the supporting materials used in this study were registered. The second, third and fourth charts were used to register in each class the pertinence and appropriateness of the materials used to teach children; also, these charts were useful to calculate a total percentage of how pertinent and appropriate were the supporting materials used in this research. Finally, the fifth chart was used for registering the frequency of use of the supplementary materials; therefore, for each supporting material considered in the list, the frequency of use of such

supporting material was calculated for the fourth, fifth and sixth grades; then, after

adding these frequency values, the total frequency of use per supporting material was

obtained in terms of percentage.

DISSCUSION

Literature Review

This literature review presents a wide analysis on how supplementary

materials could improve the teaching and learning process in EFL classes.

Supplementary materials make reference to any additional material (visual, audio,

audiovisual, realia, on-line) that could be used while teaching English as a foreign or

second language in order to make classes more interesting, motivating, and, most

important, to obtain the results expected from an English course. For that matter, this

literature review will take into consideration aspects such as: teaching a foreign

language, characteristics of learners, learning styles, teaching techniques, different

contexts for teaching, themes related to supplementary materials, and finally,

previous researches about supporting materials, which will be explained as well.

Teaching a Foreign Language

Some studies carried out by researchers state that for teaching a foreign

language it is important to establish the situation in which the second language is

going to be used, and thus, approach the teaching process with the use of authentic

material including activities and tasks that will take the student to reach the desired

objectives. This means that the curriculum should be designed according to the goals

of the learning process and concentrate on specific purposes according to the

learner's needs. Teodorescu (2010) explained "English speakers use the language for

a variety of purposes, for cross-cultural communication, for accessing and sharing

information, for doing business etc." (p. 67); therefore, "given the great diversity of

users of English and their various purposes in using the language, it is important to consider and determine the right approaches in teaching and learning English."(Teodorescu, 2010, p. 67)

Besides, formal knowledge, such as grammar and the like, remains important, but it still needs to be taught in a manner that Laurillard (2002) describes as situated knowledge. In other words, the curriculum should not treat the body of conceptual knowledge to be learned separate from the situation in which it is to be used. This educational theory has called to foreign language teachers to rethink on how to incorporate authentic materials in the activities that students are asked to perform so as to explode all the students potential. (Blake and Chum, 2008) Alternatively, other authors consider that teaching English should integrate the culture of the first language (L1) with the one of the second language (L2). "Learning a L2 involves the development of a new sense of identity that blends insights from both L1 and L2 (…), and sets up a desire for the L2 students to develop a sense of the other without losing their own sense of self." (Blake et al., 2008, p. 13)

Such integration will lead students to see the world from another point of view, and get a different perspective of learning English with a positive attitude toward the language itself, the people and the culture of the target language.

To this concern, Sercu's (2005) study states:

> Foreign language education is, by definition, intercultural.
> Bringing a foreign language to the classroom means
> connecting learners to a world that is culturally different
> from their own. The objective of language learning is no
> longer defined in terms of the acquisition of communicative
> competence in a foreign language. (...) Teachers are now

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required to teach intercultural communicative competence.

(p. 1-2)

To continue with the literature review, a summary on findings about learner's age, learner's differences and learner's motivation is set out.

Learners

Discussing age, past studies have shown distinct arguments about the best ages to acquire English as a second language; authors give reasons for their claims, including advantages and disadvantages. Indeed, between the first and ninth year of life the brain is at its maximum capacity for language learning, giving time for the basic mother tongue skills to be firmly established (Brumfit, Pincas & Broughton, 1998), and since young learners are in a non-analytic processing mode, a more native-like intuition could be acquired.(Saville-Troike, 2006).

Nevertheless, Garcia, and Garcia's (2003) found out that older subjects who had been first exposed to English at 11– 12 perform more successfully than the younger group, whose first exposure to the language was at age 8– 9. Therefore, it seems that an earlier start does not produce significantly better results in a situation of instructed foreign-language acquisition.

Moreover, evidence shows that adolescents and adults learn faster in initial stages because they have greater learning capacity and memory and, greater analytic ability; thus, they are able to understand and apply grammatical rules, and knowledge can be transferred from the first to the second language.

Referring to learners' differences, the multiple differences among learners should be analyzed as to develop good strategies at the moment of teaching. Because of this, general differences of children from adults and a psychological perspective of learner's differences will be mentioned. In first place, Gursoy (2010) says that

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children are enthusiastic and talkative; but, at the same time they lose concentration and motivation easily. Also, children have a lower affective filter than adults and adolescents; so, they attempt to take risks when learning the language and they tolerate being incorrect better than adults. In addition, children have limited world knowledge and experience, reason of why they do not have access to meta-language as do older learners, which means an advantage for adults (as cited in Moon, 2000).

Apart from this, in the psychological perspective of learner's differences, the following aspects have been touched on to remember at the moment of teaching: sex, aptitude, cognitive style, personality and learning strategies. First, there appear to be some sex differences in language acquisition and processing. For example, women outperform men in some tests of verbal fluency, and women's brains may be less asymmetrically organized than men's for speech. Then for aptitude, there is the assumption that there exists a talent which is specific to language learning. Additionally, cognitive styles refer to individuals preferred way of processing: i.e. perceiving, conceptualizing, organizing, and recalling information. Moreover, research in second language acquisition has included the following factors of personality traits: anxious vs. self-confident, risk-avoiding vs. risk taking, shy vs. adventuresome, introverted vs. extroverted, and so on. Lastly, learning strategies includes the behaviors and techniques that learners adopt in their effort to learn a second language (Saville-Troike, 2006).

Referring to motivation, Ediger, Venkata, &Rao (2007) explained that when children learn their mother tongue, they are motivated by the need to use the mother tongue in many situations; therefore, situations are the stimulus that teachers of foreign language should create for learners to immerse them immediately in using the new language and introducing new words in a spontaneous way.

Likewise, Saville-Troike (2007) supports the previous paragraph concluding that motivation is based on the situations that makes emerge a desire to learn the language for being able to associate it with people who speaks it, or to increase occupational or business opportunities, or general communicative needs, desire to travel, etc. (as cited in Skeban 1989; Oxford and Ehrman, 1993). In effect, it seems that while higher the motivation, higher is the level of proficiency.

So, to complement the information about learners, it is crucial to explain learning styles.

Leaning styles

Lefever (2004) states "A learning style is the way in which a person sees or perceives things best and then processes or uses it. Each person's individual learning style is unique" (p. 17). Students learn faster and enjoy learning more if their preferred learning style is used by the teachers (Lefever, 2004). Teacher must consider learning preferences and the necessity of using diverse materials in the approach to teaching to know what to expect from students and how to understand their needs. If a particular approach to learning is encouraged by a teacher, there is a possibility that some pupils will work and learn less effectively than others in the class. Once learners become actively engaged in their own learning process, they develop a sense of being in control, which improves self-steam and motivation (Pritchard, 2009). In Lefever (2004) work

Bernice McCarthy identifies four primary learning styles: Imaginative (curious, who learn by listening, sharing ideas, sensing, feeling, watching, etc.), analytic (strategic planners who aim for perfection), common sense (learn best when learning is combined with doing), and dynamic (enjoy action as part of the learning process). Students are said to be a mix of the four styles; tough one fits learners best.

(p. 17-21) What is more, Woolfolk (2007) differentiates between deep and surface approach. The first means underlying concepts or meanings, learning for the sake of it without concern about evaluation. The second one focuses on memorizing the learning materials, not on understanding it; meaning that students are usually motivated by reward, grades, external standards, and the desire to be evaluated positively by others (Pritchard, 2009).

In this way, the learning styles combined with the teaching techniques, which will be described next, to acquire the best benefits of process of teaching and learning English as a foreign language.

Teaching Techniques

Learning styles do not work alone, therefore, it has been necessary to add studies on teaching techniques which approach ways to work with all kind of learners but with an emphasis on children according to what, how, when, where, and how long the tasks or activities should be carried out; in the same way, how to manage a class depending on the situation and rules, and what abilities and attitudes toward learners the teachers should have or develop.

To begin with, Evans (2000) discusses active versus passive learning, saying that if the teachers are too active in the classroom, for example, by just presenting material in the blackboard, the students will develop a passive role by sitting back and watching. Therefore, a teacher cannot motivate students just by being the expert and director of the class; a good teacher should break down the class content into easily understood pieces, explaining why it is important, making illustrations, demonstrations. Besides, the teacher must love the material being presented and give the students the knowledge of the content, providing good foundations for further learning. Besides, teachers should engage students in the material by listening, note-

taking, questioning, reading, presentations, etc. As consequence of this, there would be occasional humor, energy conveying the material, voluntary participation, and so on. While teaching, the teacher should look for sign of confusion or distraction that may indicate that something is wrong, and then provide feedback.

Furthermore, among the ways teacher should work with children, it is mentioned the following: the use of body movements that appeals the senses; demonstrations on how to do things, preferable using portable, wearable and manipulative objects with bright colors, sympathetic textures that children can hold, drop, throw, carry or things to build with, to color, to wear, to give and take, to hide and find; the use of pictures and things that surrounds the learning environment for the sake of increasing vocabulary that can be built up out of it; to name things using lexical sets-parts of the body, clothes, furniture, food, toys, animals and so on.

Also, teachers should let children experiment with words and sounds, making up rhymes, singing songs, telling stories, etc.

In addition to manage the class, the activities, the pace, organization of the class and voice should not be the same all the time because children tend to lose concentration easily. However, routines are important in order for children to know that there exist rules and lesson plans that need to be followed (Scott and Ytreberg, 1990; Brumfit, Pincas and Broughton's, 1998).

Lastly, when it comes to teaching, abilities and attitudes also count; hence, as a teacher, it helps a lot having sense of humor, being open-minded, adaptable, patient, etc., but even the silent, reserved type, can work on attitudes and abilities. Abilities are considered to miming, acting and making very simple drawings. Among attitudes, it is considered the respect toward children and the need to know that the teacher likes them (Scott &Ytreberg, 1990).

The next topic includes a summary on the contexts where the achievement of the new language should take place.

Different contexts for teaching

In this research, different contexts for teaching focuses on how factors such as surroundings, personal traits, social categories, relationship between the learners group, and economic background influence the acquisition of English.

Primarily, Saville-Troike (2006) explains the social context, in which the microsocial and the macrosocial contexts have been identified. First, the microsocial context focuses on the effects of different surrounding circumstances and the communicative events within language that is being produced, interpreted, and negotiated. These include level of formality, relationship between participants, and whether the interaction is public or intimate. Then the macrosocial context relates second language acquisition to circumstances of learning, referring to the formal learning that takes place in schools where learners have access to programs which give little opportunity for student to develop full communicative competence, and to broader dimensions such as: age, sex, ethnicity, education level, occupation, and economic status; these dimensions often influence the experiences learners have, how they are perceived by others, and what is expected from them. The members of different social categories, frequently, experience different learning conditions, and different attitudes or perceptions from within both native and target language communities.

What is more, Tage and Kinzie (2009) also explains how participants' relationships affect language learning, and concludes that social learning experiences, particularly those that promote group development of knowledge, allow students to

observe peer modeling that takes to a successful learning; for example, peer teaching and group projects where students can be encouraged to emulate other students.

Despite this, Coll, Dahsah, and Faikhamta (2010) report, "Socioeconomic backgrounds of the students and schools, as well as the financial resources available to schools can influence variation in student performance. In addition, socioeconomic status can be used as an indicator of equality in learning opportunities in education systems".

Consequently, in order to provide contexts where students can develop complete competence of the English language, it is fundamental to create appropriate contexts that contemplate social learning experiences, which gives the opportunity to the students to learn from their classmates; and to consider supporting materials for such learning contexts.

So, following, the topic about supplementary materials is further described.

Supplementary Material

The supplementary material used for teaching English as a foreign language has to be selected according to the needs of the learners, learning styles, teaching techniques and contexts for teaching; for this reason, a bigger analysis on this matter adds good ideas to be kept in mind.

To begin with, Morse (2009) says that children can concentrate on things for long periods of time if things are interesting to them; and because children's span is very short, teachers should keep students' attention active through laughing while learning, and draw children's curiosity through language teaching materials such as: visual, audio, audiovisual, realia, online, etc., which can be incorporated daily, with the alternative of putting the course books away for some time because according to Li, (2009), even though textbooks are a fundamental part in the teaching process in

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any educational setting, it should not be forgotten that there is not a perfect textbook, no matter how good it is, because it will always need adapting, modifying or supplementing.

On account of this, in Morse's (2009) study, Pakkan (1997) mentions supplementary material that could fit perfectly in many classes, as the following: flashcards, wall charts, wall posters, wall pictures, blackboard, flannel board, real objects, puppets, technology (tape recorder, a video, a CD player, projector or a computer). For instance, according to Evans (2000), the board is the best teaching tool for a classroom if it is used appropriately, because the simple fact of writing can focus the attention of learners in the content; likewise, students are exposed to visual and auditory stimuli that appeals to both type of learners, with the added benefit of having the teacher present to make contents clearer.

Scott &Ytreberg, (1990) also list supplementary materials that have been divided into three categories: First, materials for teachers and pupils to make such as: puppets (useful for dialogs, sketches, teaching clothes), cardboard boxes (a new one for each class); picture cards (drawings, cut-outs from magazines or photos), card games (good for recognition), word/sentence cards (for the beginners and only with sentences which are used a lot), calendars (to show the date, the day, the weather and birthdays/special days). Second, materials to buy such as: maps (world maps, local area maps especially if they show rivers and mountains, etc.), wall charts, toys (to connect the child's world outside the classroom to what is happening in the classroom), building blocks, voice recorders, projectors, etc. Third, materials to collect, which are things that can be used in making collages, puppets, decorating pictures, boxes, going shopping, telling stories, counting, acting, miming, etc. Moreover on supplementary material, Li (2009) explains how audiovisual elements

such as films can be an assistant with comprehension because it offers contextual support and helps learners to visualize words as well as meanings.

Hence, in his work, Li (2009) points out some functions of using films:

Films provide visual stimuli and this can lead to and generate prediction, speculation, and a chance to activate background schemata when viewing a visual scene reenacted. It can be argued that language found in films could help foreign language learners understand English intonation such as intonation units, stress patterns, tones and pitch range. Films also can create a solid link between the materials being learned and the practical application of it in an authentic situation. Films can be used in classrooms to lower the anxiety and increase the motivation of EFL students by providing learners with much valuable information, for example, getting to know different cultures and learning about different perceptions toward some phenomena (p. 18-19).

Additionally, considering audio as another source of supplementary material, it can be said, "…that both song likeability and song understandability significantly and positively influence web-based learning environment enjoyment, which in turn, significantly and positively, influences learning perceptions" (Chang, Yuangshan, 2008).

Furthermore, Blake and Chun (2008) explains the ultimate most used source of material for teaching that is the world wide web medium, allowing teachers to focus on authentic texts in wondrous ways. Teachers can enjoy reading assignments supported by sound, video, and text (Chun and Plass, 1997). A reading task delivered

in a web format can provide attractive cultural sidebars and background information that seek to focus the students' attention and stimulate them to read and explore the L2 culture even more (Osuna and Meskill 1998). Web pages can include sound files which increase the prospects of building lasting mental images for words and phrases in a phonological, semantic, and even aesthetic context; despite this, none of these web affordances relieve the teachers from preparing a pathway for students to engage in web reading that is accompanied by the appropriate pre reading strategies (Blake and Chun, 2008).

Finally, as a complement to this research on supplementary material, five studies on this topic describe   the results of using supporting materials in EFL classes.

The first research corresponds to the use of music as supplementary material. In this study fulfilled by Beasley, R. E., & Chuang, Y. (2008) in Taiwan with 196 students, whose participation was voluntary, the following research questions were identified. Does listening repetition, song likeability, and/or song understandability influence learning environment perceptions, learning perceptions, and/or learning outcomes in Taiwanese EFL learners engaged in web-based music study? After establishing the research questions, the method used to carry out the study was a well-designed web page that collected information automatically, and it included surveys, tests and a learning experimental environment with online help features. As a first step, students were required to take a survey and a vocabulary test, then they were given three weeks to listen to and study the four treatment songs as many times as necessary to fully understand them, as well as complete the associated learning activities. For each song, the subjects were asked to summarize the theme of the song and describe any similarities and/or differences between American culture and their

own culture. The results of this study suggested a chain of associations between song likeability, enjoyment of the learning environment, motivation for learning, and achievement, as well as a direct connection between song understandability and achievement. Finally, it was listed some possible ways to structure an activity using music so that the learning process could take place (Abbott, 2002; Christopher, 1998; Diamond &Minicz, 1994; Garza, 1994; Kramer, 2001; Lynch, 2006).

Songs should have the following characteristics:

1. Songs should be liked by the students. One way to ensure this is to have students assist in the song selection process, perhaps selecting currently popular songs.

2. Songs should contain lyrics that are understandable. That is, the lyrics should be language-level appropriate, heard clearly above the music, sung at a reasonable pace, and sung with proper diction.

3. Songs should contain lyrics that use natural speech. Utilizing songs with words and phrases considered too idiomatic or nonsensical would be counterproductive

4. Songs should utilize repetition to highlight key words or phrases. Repetition of lyrics is typically found in the chorus section of a song. This section is considered a song's lyrical "hook" because it makes the song memorable to the listener, thus "hooking" them on the song.

5. Songs should be interesting enough to maintain student interest in the face of repeated listening.

6. Songs should have an appropriate, positive theme (unless there is a specific reason to do otherwise). Care should be exercised in this area as many American songs contain themes that can easily make non-Americans uncomfortable, such as rebellion against authority, open talk of sexual issues, and the use of violence to solve problems.

7. Songs should contain topics that are culturally relevant. That is, they should contain lyrics that students can relate to.

The second research, based on the use of multimedia, was implemented by Fidaoui, D., Bahous, R., & Bacha, N. N. (2010) in a Lebanon's school over a period of three months with 48 voluntary children. The researches explored the effectiveness and perceptions of using CALL (Computed Assisted Language Learning) in motivating second language acquisition, and to develop better writing skills. The study attempted to answer one question: How does the use of CALL in the fourth-grade ESL classroom affect learners' motivation for writing? The methods used in the process were the following: observations of the writing process and of the interaction among students and with the teacher, students' interviews that allowed students to express their point of view regarding the use of computers for learning, teachers' interviews with pre-planned questions and questionnaires that were administered to students to identify perceptions attitudes about the use of CALL. During the observations students helped and interacted with each other creating motivating and positive environment. Then, from the student's interviews, it was concluded that computer is a favorite means of writing since the work could be saved, making the writing neater and just with few mistakes. Furthermore from the teachers interviews it was established that computers are a good and beneficial tool

for creativity to help students' skills to increase to a certain degree, but the lack of computers was considered a threat in the implementation of CALL. Finally from the questionnaires, five main points were concluded. First, computers allowed students to organize, edit and correct their work better; second, positive perceptions toward attending CALL classes were shown; third, students proved improvement in typing and keyboarding skills; fourth, participants liked the fact that their work could be exposed in bulletin boards and printed out; and fifth, some frustration was observed when some participants lacked typing accuracy and keyboarding skills. (Fidaoui, et al. 2010)

Summing up, it is important to notice that even if difficulties were identified in the study, those few problems can be left behind with some practice and training of teachers and students. In the actual world, where people are surrounded by internet technology (IT) everywhere, it is important and necessary to take students into this IT world, to let them feel curiosity toward the use of tools of IT. Besides, if the teachers use IT in the classes, they will realize that these tools provide a huge quantity of options to help their development.

The third study on supporting materials lies on comparing traditional teaching and teaching through language teaching materials, and it was carried out by Morse (2009). The study consisted of two fifth-grade students attending Atatürk Primary School in Konya, Turkey during four week –two hours for each week –period. One class was an experimental group and the other was the control group. For the study, students took a pre and post-test that included four sections as fill in the blanks, answer the questions, complete the sentences, and make sentences according to the given chart. The steps followed throughout the study were the following: permissions from the provincial directorate of national education, interview with the school

teacher, collecting reliable material, preparation of material such as overheard projectors, flashcards, real objects, puppets, application of pre-test to both groups before the treatment in order to determine whether the groups have the same level of knowledge about the topic, use of the different language teaching materials and activities with the experimental group and casual teaching in the control group. After the treatment, both groups were given a post-test and their scores were analyzed. From the pre-test results it was possible to establish that both groups were homogeneous at the beginning of the study, and after the post-test higher scores were seen in both groups as well. However another post-test was given to compare differences between the experimental and control group, and the results indicated that achievement of the experimental group was higher than the achievement of the control group, and the evidence showed that, using language teaching materials affects teaching English to young learners in a positive way. Therefore, the author concluded that using language teaching materials increased the achievement level, and grammar and vocabulary can be taught more effectively through this method. Also, language teaching materials help teachers make their lessons interesting and joyful, so they can easily attract students" attention during the lesson. In addition, teacher trainees should be taught about how to use language teaching materials, especially technology. Al last, curriculum designers should include various language teaching materials for teachers. (Morse, G. J., 2009).

The fourth study brings an interesting topic on picture books. This type of supporting material were mentioned by Hadaway and Mundy (1999) in their research carried out in the in a USA high school with an intermediate ESL class of 18 students that meet for one hour daily, with ages ranging from 14 to 19. The method used consisted of listening, speaking, reading and writing about the conceptual content

with activities such as graphical organizers, guessing the meaning of new terms from illustrations, developing graphical aids to help remember meaning, comparisons and contrast structures, experimental practices derived from images, linking the picture books with printed sources, magazines, newspapers, making picture journals, linking topics and so on. The objective was to illustrate how research can inform and transform practice, in this case, by implementing literature-based units with informational picture books.

After the study the authors concluded that the keys to a successful process of English Language Learning (ELL) are the following: first, that picture books provides an introduction and a natural connection to the dreaded textbook, since many times course books present a dry and difficult format; second, informational picture books must pass a careful selection with enough time for a correct presentation in class, and the activities must be planned for the whole-class instruction, always considering the age of learners; and third, that the use of magazines, newspapers and other printed papers made them forget about the use of other types of visual aids that could be perfectly linked with the picture books such as web sites, pictures in motion (films), etc.

Moreover, the conclusions related to the students showed that they were actively engaged in the class; the picture books helped them to comprehend the concepts presented and to increase their vocabulary; they also benefited from the cooperative nature of the lessons with listening and speaking skills, learning new concepts and labeling the objects of the contents. In subsequent classes, the learners were who wanted to start making some type of presentation about the literature-based unit. Finally, the power of using pictures was discovered not only for children but for all ages.

Summing up the previous research, picture books represent a good source of supporting material that can be useful for teaching in EFL classrooms since many teaching activities that can be prepared around pictures books; but in order to prepare classes with it, it is necessary to have time for selecting the appropriate book, or if not available, preparing one from cut outs that contains the topics of the lessons. The fifth and last study shows a combination of multimedia with pictures. The study was accomplished by Acha (2009) and took place in three primary schools in Vizcaya and Guipúzcoa, Spain where 135 Spanish children participated. The author´s hypothesis was that a multimedia program can help in learning more vocabulary in an unknown language: one with pictures, one with words or one combining both representations. The method used in this study contained the following: materials and PCs with an interactive multimedia short story with 101 English substantives designed for the purpose of the study were used. The words were grouped and for each group it was presented either the translation, or a visual illustration such as a picture. For the translation form, the translated word appeared next to the selected English word, for the illustration form, a pictured appeared, and for the translation-illustration form, the translated word and the image appeared next to the unknown word. Besides, there were a pre-test that consisted of a list of 60 English words, in which children had to write the meaning of the ones they knew, and a post-test that consisted of an evaluation on the vocabulary learned in the story presented by the computer program, one taken right after watching the story and other taken two weeks later. As conclusion of this study, the use of pictures next to the unknown word needed "extra cognitive resource" (Acha, 2009), consequently adding a picture to the presented vocabulary did not enhance vocabulary learning. The recommendation given is that instructional material should try to make children use

the less cognitive effort. Although this work was related to orthographic information

only, in another areas the results have been totally contradictory. To sum up,

presenting a word is more effective than presenting the word together with the

picture or only the picture. (Acha, 2009).

Results

Qualitative Tabulation

Chart One: Type of Supplementary material used to teach children

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

Author: Claudia Nataly Pizarro Zea

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

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

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

Author: Claudia Nataly Pizarro Zea

Source: 4th (8 years old approx.)

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

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

Author: Claudia Nataly Pizarro Zea

Source: 5th (9 years old approx.)

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

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	x	x																		
	charts																				
	handouts																				
	posters																				
	word cards																				
	white board	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x				
Audio	songs																	x			
	dialogues															x	x				
	stories																				
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries																				
Realia	objects (toys, plants, fruits)																				
Online	websites																				

Author: Claudia Nataly Pizarro Zea

Source: 6th (10 years old approx.)

Quantitative Tabulation

Chart Five: 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	f	f	f	%
	flash cards	0	0	0	0	0
	power point presentations	0	0	0	0	0
	maps	0	0	0	0	0
	pictures	1	0	1	2	6.06
	charts	0	0	0	0	0
	handouts	0	0	0	0	0
	posters	0	0	0	0	0
	word cards	0	0	0	0	0
	white/black board	9	8	8	25	75.76
Visual						0
	songs	0	0	1	1	3.03
	dialogues	0	0	1	1	3.03
	stories	1	0	0	1	3.03
	tales	0	0	0	0	0
Audio						0
	videos	0	0	0	0	0
	movies	0	0	0	0	0
	documentaries	0	0	0	0	0
Audiovisual						0
Realia	objects (toys, plants, fruits)	1	2	0	3	9.09
Online	websites	0	0	0	0	0
TOTAL		12	10	11	33	100

Author: Claudia Nataly Pizarro Zea

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

Description, Analysis and Interpretation of Results

Both qualitative and quantitative data will be analyzed in this section. For the qualitative section, aspects such as pertinence, appropriateness, quality, and learning styles will be analyzed, and for the quantitative part, the frequency of use of the supplementary material will be taken into account. Results of frequency were obtained from the thirty observations in an elementary school, in fourth, fifth and sixth grades -ten observations in each grade.

Qualitative Analysis

4th Grade/ 8 years old

White/Black board

In the first class, students worked on a unit named "Around Latin America", and from this unit, they worked on the lesson named "Great countries". The two objectives of the class were to name and identify vocabulary related to the weather, and to comprehend and write very short texts about the weather as well. The vocabulary regarding this class was the following: sunny, rainy, windy, cloudy, foggy, snowy, warm, hot, cold, winter, spring, summer, and fall. All of these words were written on the whiteboard in a list; thus, after looking at pictures of weather presented in their course books, learners could relate the words to each image. Then the teacher asked them to repeat after her each of the weather words from the board. Consequently, these two activities helped in reaching the first objective of the class. The second objective was also reached but with assignments that were worked on the course book only.

Furthermore, even though the students paid attention to the class and that production was perceived, the whiteboard was not the best supporting material to teach features related to weather. Instead, the teacher could have used extra activities in order to develop the class; for example, reading the weather forecast for that day, showing and explaining the weather map of a city, giving brief details of what makes wind, rain and clouds, or drawing graphics that shows the connection between the weather to the seasons, etc. These are activities that can engage students' attention, and probably produce lasting memories.

Regarding neatness and arrangement of content, it was clear and big enough for all the learners to see and transcript it to their notebooks.

In the second class, the topic was "Telling time". The main objective was to be able to ask and answer questions about the time. In this class, the teacher made extensive and pertinent use of the whiteboard; first, for writing the question "What time is it?", and then for writing the answer "It is time to eat"; next, the teacher wrote more sentences following the same pattern using verbs like read, play, sing, think and sleep; subsequently, vocabulary related to time was added such as one o'clock, six o'clock, four fifteen, four thirty, etc.; finally, little clocks were drawn.

The content on the whiteboard was carefully exposed because the teacher used a variety of colors and nice drawings.

Therefore, thanks to the drawings, the class became more interesting since children paid a lot of attention to it; therefore, the material used was appropriate for their age and knowledge, and they participated in asking and answering questions about the time in an active way; the drawings were so simple that even the students started making drawing on their notebooks. Furthermore, it is important to keep in mind that when it comes to teaching, abilities count, so it is important to have or

develop certain abilities such as miming, acting, making very simple drawings, and so on (Scott & Ytreberg, 1990), as to engage learners in the learning environment and make them love English classes.

In the third class, the name of the topic was "Insects are tiny" which belonged to the unit "Amazing Bugs". The objectives of the class were to name and identify vocabulary related to bugs, to recognize and produce this vocabulary, and to recognize and use the auxiliary verb "can" in sentences. During this lesson, the use of the board was essential because the teacher utilized it to write the verbs and new words linked up with insects and to practice spelling and pronunciation with pupils.

Therefore the teacher focused on those students who learn better by the visual and audio learning styles, which are called imaginative learners according to Lefever (2004). For instance, the teacher used written words for those whose learning style is visual, and pronunciation for the other group. Nevertheless, the teacher should also consider activities that attempt to involve all the learning styles; for example, for the analytical ones, who are strategic planners, for the common sense who likes integrating learning with doing, for the dynamic learners, who prefer activities that involve action, and to the imaginative learners, as well (Lefever, 2004).

Additionally, the whiteboard was used to explain about the use of the auxiliary "can" and "can't". For this task, the teacher wrote sentences about what the insects can and can't do, and some time was given to the learners to think about similar examples. Hence, in the middle of the class, students were having a good time trying to think about actions that each insect can and can't do, and then they gave examples of sentences, which showed that children were involved in the topic of the lesson. Evans (2000) says that as a consequence of being engaged in the material of the class, occasional humor and energy conveying the material can be observed.

On the other hand, considering age and understanding of students related with the topic of the class, it was convenient because children were so interested in knowing the English name of insects that they even came up with more insects´ names to add to the vocabulary.

The quality of use of the whiteboard was not totally good because even though the letters were perfectly formed and their size was big enough, they were blurry since the markers did not work properly, causing some indiscipline during the explanation of the class because children kept asking the teacher to read and rewrite the words that were not that clear, and also, some students stood up from their chairs very often. Accordingly, the teacher must check that they count with the necessary material, and that it is working perfectly before starting the class.

In the fourth class, the lesson was "Some Insects can fly". The objective of this class was to use action verbs; therefore, the teacher started this class reviewing the verbs checked in the third class; hence, in less than five minutes, they had the list of actions verbs ready. Next, the teacher asked the students to go to the board to help her write sentences about what insects can and can't do. In this way, kids, voluntarily, went to the board to build their own sentences.

The environment of this class was cheerful and collaborative, and at the end of the lesson, the production of the sentences was quite correct, demonstrating that the use of the whiteboard was in accordance to the children's level and knowledge.

Furthermore, there was something that really called my attention; it was the fact that the voice of the teacher always captured the attention of the kids. It was shown because when the children were messing around but then heard their teacher´s voice, they just started to behave and pay attention to the class. Scott et al. said that for managing a class, the activities, the pace, organization of the class and voice

should not be the same all the time, because children lose focus easily. In fact, that was what the teacher of this class did, changing the pitch of the voice depending on what she was saying and always speaking clearly and loudly, so even students sitting at the back line could hear her very well.

Next, looking at the quality in this class, when children went to the board, they did their best effort in writing with good handwriting, being careful with spelling to avoid mistakes at the moment of writing down the information shown on their notebooks. Besides, the whiteboard was large enough, so nothing was erased until the end of the class, leaving time for students to catch up with writing the sentences.

In the fifth class, the lesson was "bugs' home" The objective of this lesson was to understand short descriptions about insects. This time, the teacher used the whiteboard to make sure the children wrote the correct missing adjectives and nouns in the blanks of sentences presented in a short descriptive text from their course book.

Therefore, from what was described, the board presented the pertaining material for the children to be able to complete their tasks; however, the objective of this class period was not achieved with the use of the whiteboard because during this task, the students were unfocused on the class topic. So, this situation should make teacher rethink on how to incorporate supporting materials in the activities that students have to perform, so as to explode all the students potential (Blake & Chum, 2008). For example, it would have been good to show a documentary about insects that can be easily downloaded from YouTube and then work the class out   by naming them, describing their form of living, what they eat, etc. With the help of

audiovisuals, probably it would have been easier to keep the attention of the children in the descriptions of each animal.

Therefore, the whiteboard was not appropriate for this class; kids were bored for most part of the class, and they had their attention put on everything but on the whiteboard, so they did not make any effort in comprehending neither the sentences nor the text; they only copied what the teacher wrote on the board.

As for quality, the teacher´s handwriting had appropriate form and size, the sentences were written orderly and the missing words had a different color from the rest of the words of the sentence as to emphasize the words they were checking up.

In the sixth class, the lesson title was "I like dancing". The learning outcomes were to talk about activities that people do in their free time and to express things they like to do. In order to get at these goals, the teacher used the whiteboard; first, to write verbs in present tense; then, to explain how to add "-ing" at the end of the verbs for changing them into the progressive form; and lastly, to exposed many examples of the present progressive tense during the remaining time of the class.

Thus, the situation of this class clearly describes what Evans (2000) called passive versus active learning because the teacher only presented material on the whiteboard and the students were sitting and looking at the board, limiting the capacity of children. Instead, children need to be immerse in events where they can keep their minds activated, and then they will get most benefits of their EFL classes.

Furthermore, even though in this class, the whiteboard was used relevantly because it was related to the topic of the lesson , it was not interested to the kids; the whiteboard can be a tool that allows a great communication between the teacher and the students because, in many cases, the students might not understand what the

teacher is trying to explain, but if the teacher writes it on the board, students might comprehend better.

Nonetheless, the employment of only one type of supplementary material all the time might produce discomfort to children, because it might turn out to be boring, and this is what happened in this class.

Quality of the right use of the whiteboard could be evaluated as good because arrangement of words and sentences were proper and clear.

In the seventh class, the instructor continued to work with her children and introduced the topic named "I like dancing". The aim of this class was to reinforce the content reviewed in the sixth class about expressing activities people love to do. To do this, the teacher gave children the opportunity to write sentences they did as homework on the board about what they and their families like to do in their free time. One by one the students passed to the whiteboard and wrote one sentence; after each sentence, the teacher asked the rest of the class to say whether it was right or wrong; if any mistake was found, another kid willingly helped in the correction of it; therefore, this activity created a context that allowed students to observe the performance of their classmates, and to collaborate among all, which according to Tage and Kinzie (2009) takes to a successful learning because of the relationship between participants and of the peer modeling.

Moreover, the use of the whiteboard was proper to reinforce what was learned in the previous class, since by the end of this class period children were completely able to write about what their classmates like to do.

Talking about aspects such as knowledge and age, the schoolteacher did considered both aspects; first knowledge, because the topic was developed in an easy way with the participation of all the kids on the whiteboard; and then age,

because they were attentive to the theme, shown by their collaborative attitude, performance and focus that was kept almost all the time, confirming what Morse (2009) says when expressing that since children's memory is very short, but they can concentrate on things for long periods of time if things are interesting for them; therefore, the students' performance in the class showed that they were interested in the topic by being collaborative and by being focused on the class almost the whole time.

As for quality, the sentences were spread all over the board in a messy way and with all types of lettering, but this issue did not seem to interrupt the learning process.

In the eighth class, "At the supermarket" was the title of the unit and inside this unit the topic of the class was "The Shopping List". The target of this lesson was to identify food stuff, and to listen to and recognize name of foods. The teacher employed the whiteboard to stick on it some pictures related to food in this class. Next, based on these pictures, the teacher taught pupils the right pronunciation of each graphic.

However, the teacher might have integrated another type of supplementary materials such as films because it does not only provides contextual and visual support but it can help English language learners to understand English intonation units, stress, patterns, tones and pitch range (Li 2009). Sometimes, even English teacher can mispronounce some words; consequently it would be better to turn up to a teaching material that would minimize speech mistake and would lead to better results in production.

Moreover about this class, the distribution of pictures on the board was adequate, There were five columns, and at the top of each column she wrote the

name of the food categories such as fruits, vegetables, meat, dairy products, and others. By the end of the class, the students understood the topic by being able to identify to which category belonged each item and to name them properly.

In the ninth class, the lesson theme was "We don't have any". In this lesson the aim was to talk about food and its quantity. To begin with, the instructor wrote on the whiteboard the words "any" and "some"; then she explained the differences of these words, and as result, she wrote examples for each case. After that, she wrote more sentences leaving blanks where the word "any" or "some" was supposed to go, to be completed by the students. The students had to write those sentences down on their notebooks and fill them out with the corresponding missing words. Thus, the whiteboard was a great and pertinent tool   for teaching about food quantity because this enabled the teacher to write as many examples as were necessary in order to ensure that the students understood when to use "any" and "some". Besides, children demonstrated understanding by presenting their assignments correctly finished.

However, Blake and Chun (2008) explain another form of incorporating real examples for teaching; it is through the World Wide Web medium that offers web sites designed in a way that call children's attention since it includes images and sound files that increase the prospects of building long-term mental images for words and phrases in a phonological and semantic context. And so, the teachers can use this supporting material for practicing grammar, vocabulary and reading. Nonetheless, if the institution does not count on with Internet connection, software of an English course could be acquired, which also includes a variety of exercises.

Furthermore, the quality of use of the whiteboard was appropriate since the simple fact of writing on it with different colors and nice calligraphy, called kids' attention, and it resulted in a good development of the exercises on their notebooks.

Pictures

During the eighth class in the lesson about shopping lists, where the objectives were to identify different foods and to listen to and recognize them, the teacher used pictures about food, and those were pasted on the whiteboard. The use of these pictures was highly pertinent for teaching this class because in the first place, the children were very excited seeing the pictures; then when the teacher asked them to repeat the pronunciation of each word, they did it in a clear and loud way, meaning they all were doing their best to carry out this class; and finally, when the teacher pointed out to a picture at random, most of them could recall the accurate name, and in the same way, when the teacher said the name of food, children could point out to the picture it represented.

Above all, the use of pictures was appropriate to work with children of this age because colors and graphics usually capture kids' attention; besides, the pictures were of a very good quality and big enough for all the class to see them. Nevertheless, the teacher could have also brought real objects such as bread, fruits, vegetables, or any other food that anyone can have at home, because these objects would have appealed the learning style of those who mainly learn by feeling and touching. Furthermore, teaching is better if it involves demonstrations, objects (portable and manipulative) with bright colors, sympathetic textures that children can hold, drop, throw and carry (Scott and Ytreberg, 1990; Brumfit, Pincas and Broughton's, 1998). Therefore,, taking fruits and other foods to the classroom would have been excellent to develop the class because, as the authors above mentioned said, there is a necessity of demonstrating things, since children do seem to enjoy and learn faster when they experience with things and do different activities each time.

Stories

In the fifth class, the theme was "Bugs homes". In the last few minutes of the lesson the students read a short story named "The little Ant". The objective of this class was to understand descriptions about insects; therefore, this short story was pertinent to the class theme because it enclosed very short descriptions about insects. Consequently, the goal of this class was achieved because at the beginning of the task the children had the story in the wrong order; thus, as the teacher read the story in the correct order, they were able to organize it properly.

Despite this, the use of this mini book was appropriate for children of this age and understanding because it kept kids attentive to the activity, and also it was a book of only four pages, and each page contained a very small paragraph and a lot of colorful graphics.

Complementing this information, Hadaway and Mundy (1999) mentioned all the possible activities that can be accomplished from picture books such as doing graphical organizers, developing graphical aids, guessing the meaning of words, etc. For instance, further activities from a story book could consist on activities such as separating all the bugs that can fly form those that can jump or walk, etc., making comparisons, or including cutting out different kinds of bugs from magazine and newspapers., and having children to create their own vocabulary aids with the cut outs. For instance flashcards, wall posters, and wall pictures.

Real Objects

In the second class, students worked on a lesson called "Telling time", whose main objective was to ask and answer about the time. To do this, the teacher used a big digital clock she had on her desktop to work on asking the question: What time is it? She modified the time of the clock as many times as necessary, so all pupils had

the opportunity to answer, and the teacher was able to make corrections, as well. The use of this material was, pertinent to accomplish the objective proposed. There was no better way to learn about telling time that with a real clock.

Besides, it is good to point out the fact of using something that can be found everywhere; therefore, the teacher needs to know that there exist materials that he/she and pupils can make or obtain such as: puppets, cardboard boxes; picture cards, card games, calendars, etc. (Scott &Ytreberg, 1990) Consequently, money is not an impediment for preparing a class with good extra materials.

Learning Styles

Some authors agree on the importance of considering learning styles. "Each person's individual learning style is unique" (Lefever, 2004. p.17). The teachers need to use distinct materials in teaching for the everyday work, so as to cover everybody's own learning processes (Pritchard, 2009). Unfortunately, in fourth year of education, the teacher did not consider learning styles because she only used pictures, stories, objects and whiteboard, but the first three supplementary materials mentioned were employed once out of the ten classes, in contrast to the use of the whiteboard which was used nine out of ten times.

This means that the teacher is probably not considering whole population, but just part of it.

By using mainly the whiteboard, the students who benefitted were those who learn better through the visual learning style, but those students who learn by listening, sensing, feeling, and touching were not considered by the teacher.

5th Grade/ 9 years old

White/Black board

The title of the unit of the first and second lesson was "Wow! I'm bigger!", and from this unit, the lesson studied was "I'm happier today", and it aimed to name and recognize the comparative adjectives, to pronounce these adjectives appropriately in English, and to write correctly the vocabulary related to these comparatives. In this class, the whiteboard was used by the teacher to write pairs of opposite adjectives, such as the following: old and young, tall and short, thin and chubby, long and short. Hence, after making students understand the meaning of each word by using body language, the school teacher used the words written on the whiteboard to practice pronunciation, spelling, and for students to give examples of objects that could be compared. Later, the teacher explained on the whiteboard how to make comparatives. However, the teacher could have used other activities such as to make students participate by going to the front of the class and practice comparatives with them in order to make the class more interactive.

The subject-matter of this lesson appeared to be understood by the children because its production was seen on their notebooks; this might be the reason why the teacher was not interested in adapting new strategies to carry out the teaching-learning process because she might have noticed that most of the time, her students were able to understand the lesson only with the help of the board . However, Pritchard (2009) claimed that if one particular approach to learning is encouraged by a teacher, it is almost certainly that some kids will perform and learn less effectively than the others. The English teachers must ensure that all the learners are engaged in their own learning style at some point in the class as for them to get motivated and develop a good attitude toward the class and its content.

Regarding quality, the text written on the board was clearly readable; learners did not show any difficulty or confusion in understanding it.

The second lesson was named "Sam is bigger than Mike". The goals to reach in this period were to establish comparisons between two objects or two different people according to their physical characteristics and to formulate simple questions with comparatives. Thus, to reach the first objective the school teacher wrote on the whiteboard adjectives learned in the previous class; then following the pattern of some examples from the course book, she wrote questions such as "which one is bigger?", and under this she drew a big house and a small car, with the intention of explaining how to answer comparative questions; for example, "the house is bigger than the car". Then, more drawings were made; and all the students collaborated in the task.

In order to reach the second objective, the teacher did totally the opposite to the last assignment; instead of writing the question and making the students write the right answers, she wrote the sentences and the students had to formulate the questions.

In summary, after observing this class it is possible to agree with Evans (2009) when he says that the board is the best teaching tool if the teachers know how to use. In this class, the teacher used the board appropriately by making some sketches for the students to be able to identify the adjectives which were being used in a faster way. Therefore, the students paid a lot of attention to this class, and they continued working on it in a friendly environment.

The quality of the use of the whiteboard was good since the learners used all its space, and whenever it was full of text and drawings, they erased the oldest written part, and new material was added.

In the third, fourth and fifth class, the unit name was "Wildlife".   The lesson observed was "Fun at the Zoo", which established the following objectives: to name and identify the use of demonstrative adjectives (this, that, these, those), to repeat the pronunciation of such adjectives, and to practice the demonstratives in a written and orally form. The use given to the whiteboard was for writing the explication of the sentence structure and for writing sentences using the demonstratives.

Nevertheless, the described assignment   was not enough to reach the objectives of the class by itself because the learners were confused on the use of demonstratives; that is the reason why if the teachers realize that they are not transmitting knowledge, they should worry and think about new ways to teach to children; probably by relying on new materials, or as Evans (2000) says, by engaging students in the material through listening, note-taking, questioning, reading, making presentations, and so on.

The use of the whiteboard, as to quality, was not totally gratifying because markers were not working properly, so the text seen on the board was blurry, causing students a bit of distraction and boredom at the moment of understanding the grammatical part of the lesson.

In the fourth class, the lesson was called "Fun in the jungle". The objectives of the class were to use the superlatives to establish comparisons between salvage animals, and to recognize salvage animals according to a characteristic which differentiate them from the rest of the animals. Thus in this class, the teacher first wrote the name of some animals on the whiteboard such as snake, turtle, elephant, giraffe, etc., and their characteristics like slow, big, large, and tall. With this vocabulary , the teacher asked them to identify which description belonged to the animals.

The class became boring, so an alternative to make children comprehend about superlatives in a better way would be to take them outside the classroom or if possible outside the school and show them real examples of superlatives, such as "the pink house is the biggest one" ; and subsequently, tell children to observe and give examples as well. Then better outcomes, probably, would be seen; also, in this way, we would be working on what Saville-Troke (2006) called a microsocial context that focus on the effects produced by different surrounding circumstances.

Later in the class, the teacher also explained and wrote examples on the whiteboard on how to form the superlative with the "-est" suffix. Accordingly, to make sure the students comprehended the grammatical part, a list of adjectives was also written on the whiteboard to be copied in the students' notebooks and to be transformed into superlatives. This activity was later checked with the teacher.

Again, this activity could have been carried out from a different perspective because the fact of just adding "-est" to an adjective, can easily be transformed into a mechanic assignment. Thus, grammar needs to be presented in a situational framework (Laurillard, 2002). For example, providing maps and telling the students to write about which countries and cities are the biggest, which rivers are the longest, which mountains are the highest, and so on.

Concluding, knowledge was taken into account in order to carry out this class because the contents written on the whiteboard were clearly explained by the teacher; However, talking about age the circumstances are different because the students seemed bored and tired with the activities that were carried out.

Distribution and clarity of contents written on the whiteboard were acceptable because of its right spacing, good lettering and the use of a variety of colors of markers to emphases and differentiate suffixes.

The lesson for the sixth class was named "At the restaurant". The goals established for this theme were to recognize and use formal expressions to order in a restaurant and to listen to and recognize the names of drinks and food. The whiteboard was used to sort menus in the appropriate lists. There were five groups classified into soups, meats, salads, desserts, and drinks; meanwhile, the students had to check if they had the right items in each list in their course books. This assignment helped to reach the goal referred to listening to and recognizing drinks and food since the kids were able to listen to a word and put it under the proper list.

In spite of this, other activities such as acting could be more beneficial in this type of classes because children could emulate being in a restaurant, and the vocabulary and the phrases related to this theme can be practiced and enriched. Also, when explaining a class, a good teacher breaks down the class content in such a way that it can be easier to understand by making illustrations, demonstrations, etc. (Evans, 2000).

In addition to the activities of the class, talking about appropriateness of age and knowledge, the teacher did considered these characteristics because the task carried out on the whiteboard contained an interesting topic that children seemed to understand very well because of the correct performance they had in their course books, and also this activity did not take too long, so learners paid attention the whole time until the task was completed satisfactorily.

Concerning quality, each group of food was shown on a nice sheet of paper that the teacher made. This fact helped children get interested in what was written on the whiteboard, participating in an active way in the task.

In the eighth class, the topic of the lesson was "After Class". The aims were to recognize and produce orally the names of some places of the park and to ask and

answer simple questions about the future. The words learned in this class period were playground, bench, trash can, duck pond, hand truck, merry-go-round, sprinkler, water fountain, slide, swings, seesaw and jungle gym.

To start, it can be said that the theoretical knowledge should not be presented separate form the situation where it is going to be used (Laurillard, 2002). Hence, it would have been interesting to take children to the playground of the school as for them to get familiarized with the vocabulary related to a park, and therefore achieve the first goal, but above all to enrich use and understanding of English.

Instead, the teacher wrote those words on the whiteboard to practice spelling and pronunciation after associating each word to the drawing they had in their course book. With this assignment, children were able to read, pronounce and therefore produce the new vocabulary.

Besides, the teacher used the whiteboard to teach questioning and answering about close future events. Consequently, the use of the whiteboard was pertinent for the teaching of grammar because with this material the teacher could give many examples in order to make children understand the theme.

With respect to age and knowledge for the grammatical part, it was acceptable to use the whiteboard, but as said before, other resources for teaching such as handouts, websites or software can be used to avoid monotonous classes.

The presentation of text in the whiteboard was good; the teacher always kept a good organization and neatness of the content considering that children usually had to copy what was written on the whiteboard on their notebooks.

In the ninth class, the lesson theme was "Tomorrow". The objectives established for this topic were to recognize and utilize the expression "going to" to refer to the future; also, to listen to and recognize the names of some activities; and to

participate in simple conversations using the expression "going to". In order to achieve these objectives, the teacher drew and wrote on the whiteboard activities that the children tent to do in their lives like to play the piano, to do the homework, to go to the park, to play basketball, to ride a bike, to watch television, to go to the movies, etc. Additionally, pronunciation of these phrases was practiced by reading the material written on the whiteboard. Later, questions and answers were constructed using "going to". To do this, the teacher drew lines and labeled each part of the sentences.

   In Summary, through the use of whiteboard, the instructor could make children understand the structure of how to formulate questions and answers in the future tense. In this case, the teacher must have realized whether the students are deepening the concepts and the meaning of the English language or only memorizing pieces of material for performing well in the evaluations and assignments, which is what Woolfolk (2007) called deep and surface approach respectively, because the students only were repeating what they saw on the board, but not further practice was developed.

   Regarding learners' age and knowledge, the whiteboard gave children the opportunity to read and participate to talk about activities that they usually do in their after-classes time. This means that the students were able to produce, participate, and work out the topic of the class.

   Aside from that, talking about quality of the whiteboard design, the teacher used different colors of markers to distinguish each part of the sentence. Also, the vocabulary was on the board the whole time, so children could refer to it when producing their own examples.

For the tenth class, children worked on a picture dictionary with the goal of learning vocabulary related to sports and activities. By this means, the use of the whiteboard was applicable for writing the new vocabulary in order to practice spelling and pronunciation. Besides, the teacher made children work in groups and each group had to write the activities that they were going to do during the weekend on the board, using the form "going to" plus the vocabulary of the picture dictionary; then the whole group had to pronounce the sentences and spell certain words. If something was wrong, other classmate within the same group had to made the corrections. This activity was significant just like Tage and Kinzie (2009) suggest. They state that promoting social learning practices, especially those where the group involved can contribute with knowledge.

Consequently, this assignment did not only allow all children to participate in the exercise but also to have a great and fun time. Morse (2009) says that the students' attention must be active through laughing while learning and draw children curiosity through language teaching materials. In this class, the only supporting material used was the whiteboard, but the fact of having the picture book that came into the course book kept children attentive in the lesson; thus, it was like having pictures as an extra visual material.

The sentences were not arranged properly, but that was not a big problem because children seemed to understand the whole point of the class which was practicing by naming activities and spelling them.

Real Objects

In the second class, as mentioned before, the lesson name was "Sam is taller than Mike" and as one of the objectives of this lesson was to make comparisons between two people or things, the instructor of the class used drawings on the board

and real objects found around the class that would enable them to make appropriate comparisons. On account of this, questions and answers were constructed after looking at the differences of the students or objects. Examples such as: "Israel is thinner than Jenny" or "the door is older than the chair" were provided by the kids. Consequently, realia was pertinently use in this lesson.

Talking about age and knowledge, real objects can make the class more meaningful and understandable since they help kids to use the senses differently from how they normally do when the teacher only uses the whiteboard. In fact, in this activity, children were cheerful and worked well on the topic by comparing objects that surrounded them.

The quality of the objects was just perfect because the instructor used things that learners can find in the classroom. Consequently, there was no necessity of elaborating or bringing any special object into this class.

In the third class, with the topic named "Fun at the zoo", the students practice the use of the demonstrative words: "this", "that", "these" and "those"; therefore, with the purpose of practicing this grammatical part, the teacher ordered students to formulate a sentence including demonstratives and objects that surrounded the classroom. For instance, if they had a pencil near them they said: "this is a pencil" and "that is a door", pointing out at the door. By the end of the class, all the students had the opportunity to use demonstrative adjectives.

 The use of the objects and items surrounding the classroom was relevant to the learner's age and knowledge because the students had the chance to give examples of real things or facts. They provided examples of using "this" or "these" when objects were close to them, and "that" or "those" when objects were far or out of their reach. Besides, almost all the objects' names were known by the children and

if some names were not remembered, other children helped their classmates. Finally, students were motivated while developing this assignment because they were moving around, and with their senses totally awoken by seeing the items, touching them, and listening to their classmates.

Real objects were convenient and of good quality because they do not need to be designed or elaborated.

Learning Styles

The teacher did not contemplate the different learning styles in the fifth year, because the whiteboard was used in eight classes; that means that the teacher is only considering children who learn aided by visual material, leaving aside those pupils whose learning styles are based on analytic, common sense, dynamic or others.

Pritchard (2009) encourages teachers to engage in student's own learning process in order to make children active in the process of learning and to develop a sense of being in control of what they are doing, which as a result improves self-steam and motivation. Owing to this, the teachers must identify the learning style of each student, prepare the lesson plans according to them, and use all types of supplementary materials that could be considered necessary to make sure all students get involved in the process of learning to obtain the best lasting results.

6th Grade/ 10 years old

White/Black board

In the first class, the topic of the lesson was "A bigger broom". The objectives of the class were to associate an illustration with the written description of the following terms: *iron, ironing board, washing machine, laundry, laundry detergent, laundry basket, clothespins, bucket, vacuum cleaner, broom, mop, and dustpan*, as well as to write short phrases comparing two of these objects; hence, the

whiteboard was a good supplementary material since it allowed students to relate a drawing with its written form. During this assignment, the language learners participated enthusiastically, and in a latter task, production involving these terms was observed.

Also, another benefit the teacher had from the use of the whiteboard was the writing of the explanation of the grammar part on how to construct comparatives; i.e. "The washing machine is bigger than the bucket", "the washing machine is bigger than the laundry basket"; finally, some sentences were left in blank to be filled in by both the teacher and the students.

The material prepared for this class was suitable for the students because of the drawings that made children engage in the topic; in fact, any material exposed on the board can result effective for language learning if the teacher exploits his or her imagination and creativity by using different colors, making sketches, drawing charts, diagrams or any other object that results in a better comprehension of the topic.

As for quality of the use of the whiteboard, there are a good and a bad point to mention. The good thing was that the distribution of the space was right. On the left side, the instructor wrote the list with the new vocabulary and in the center of it she had the illustration of each word. Then, the sentences were added to the right side enabling students to have all the material in front of them all the time. The bad point was that the size of the words was small; consequently, some children had to stand up and get closer to the whiteboard to read.

In the second class, the title of the lesson was "Which one is more expensive". During this lesson the focus of the class was first, on practicing the vocabulary related to the elements of cleanliness of the house; second, on making

comparison between different objects; and third, on asking and answering simple questions comparing different objects. The teacher used the board in this class for both writing the vocabulary learned in the last lesson and for explaining the structure of sentences constructed with the comparative word "more".

To this point, it should be noticed how the topics were linked from grade to grade and from class to class since comparatives were introduced in the fifth grade and it also was reviewed in the earlier class. Concerning this, Hadaway and Mundy (1999) suggested that it is important to make graphical journals with the most important themes in order to keep connection between topics and contents; therefore, children can look at it every time they need to remember something or to link topics.

To continue, the teacher explained how to make questions and answers using comparatives on the board. Then some exercises were written for students to practice, and the teacher was continually providing feedback when students made mistakes. Thus, the students could comprehend the grammar part of this lesson because it was not difficult for them to answer the questions when they were asked to produce them on the whiteboard.

In addition, as for the quality of use of the whiteboard, the teacher wrote on the whiteboard using legibly handwriting; consequently, all the students, including those from the back row, were able to read without standing up or bothering their classmates.

For the next two lessons, the third and fourth, the unit title was "Let's go shopping". Thus, in the third class, the lesson's name was "I need a new hairbrush"; the goals established for this class were to name and identify vocabulary related to elements of cleanliness and personal use, and to recognize and produce vocabulary of this unit. The words to learn were the following: *toothpaste, shampoo, hairbrush,*

towel, toothbrush, soap, comb, toilet paper, dental floss, sponge, nailbrush, nail clippers.

So, it is good to start saying that the teacher of this class was creative most of the time when using the whiteboard, and for this class she used it effectively because she did not only use it to write the new vocabulary but also to draw a puzzle to be completed by the students. In the middle of the class period, the students were able to identify and produce the new words, and this knowledge was demonstrated by filling in the puzzle correctly.

The way the teacher worked on the lesson theme was appropriate to the pupils because the puzzle was presented on different colors and small sketches of the target words; besides, the task that was carried out without much difficulty, and they all collaborated with each other and with the teacher. However, it was noticed in this and in most of the classes that the teacher mainly focused on students´ learning of new vocabulary, but they were not able to use this vocabulary in context or practice what they have learned among them, by making role plays or dialogues, for instance. That is why students seemed not to be motivated and just limited to learn new words or phrases.

Saville-Troike (2007) stated that motivation is based on situations that makes feel the desire of learning a language to be able to associate it with other people or for communicate needs. As a consequence, the English teachers' work must be to motivate the children and make them feel the communicative necessity of using the English language in every circumstance inside the classroom.

In the fourth class, the topic was "The shopping list" which aimed to listen and comprehend a shopping list's information, to identify the elements of it, to read and comprehend a descriptive text, and to write words related to this unit. Therefore,

in order to accomplish the objectives of this lesson, the teacher used the whiteboard for a couple of tasks; first, the teacher stuck on the whiteboard something like a piece of paper with the vocabulary of the preceding class; then, the teacher wrote a mini text with sentences like "Nicole needs a new hairbrush," "Pablo needs a toothbrush and dental floss"; thus, based on the board's material, the students could write their own sentences.

During this class, the teacher used the right content and it was presented in an appropriate form on the whiteboard, but sometimes the teacher could not get to the students by the fact that she was in the front of the class all the time, and just moving from the desk to the board; as it is known, a teacher cannot motivate the students just by standing in the front and directing the class (Evans, 2000); they should move around checking students assignments, and/or alternatively, think of different forms to present the content as to have the best interaction with the students. Scott and Ytrebeg (1990) suggest, for instance, using word and sentence cards for beginners to make children work in pairs or groups in order to create their own sentences. Thus, the students will probably feel motivated to ask, to answer, to give opinions, or to even complain and judge during the development of the class.

Continuing with the fifth, sixth, seventh and eighth lessons, the title of the unit was "A time-spaceship".

In the fifth class, the topic was "Where were you?" The objectives for this lesson were to recognize and produce orally and in written ways places and spaces, to comprehend situations corresponding to spaces and times in the past, to identify expressions of time in the past and actions in first and second person using the verb "to be" in past tense as well.

To develop this class, some activities were carried out. Among them, writing the grammatical explanation about questioning and answering about past events. Later in the class, the teacher used the whiteboard to rewrite sentences that the students wrote on their class books to find possible mistakes. Hence, this technique was pertinently fulfilled on the whiteboard since students were able to check and correct any wrong answer.

However, at the end of the class, it was clear to see that even when the teacher did her best to reach the goals of the class, these were not reached totally because the students still showed some confusion in structuring the questions and answers. So, when these things occur, the teachers should not continue with a new topic, instead, they should find new exercises, new examples like having children read a real story and find sentences structured like those of the topic.

Consequently, it was obvious that the topic needed reinforcement in a future class, because probably only the use of the whiteboard by itself was not good enough and it was necessary to use additional material such as charts, handouts, word cards, etc., in order to transmit the teaching to everybody and achieve the objectives for the class.

Referred to quality, everything was set out very neat and in a proper manner, allowing students to see what was written, and perhaps to copy what they needed to for future exercises.

During the sixth class the teacher kept working on the same topic of the previous class "Where were you? As she started the class, she wrote on the whiteboard the question "Where were you yesterday?" Then she involved most of the students into this theme by asking them where they were the day before, which provoked a lot of interaction of the children with their classmates and the teacher

because they all were talking about that. After this, they went to the whiteboard to respond the question. After half of the students wrote what their partner did, the teacher corrected some errors; finally, they were asked to follow the same pattern to complete an assignment on their textbooks associated with expressions in the past tense.

Despite the fact that the course book they used presented good exercises; it is not a bad idea to suggest strengthening the explanation that a teacher usually makes on the board by using extra supporting materials for writing activities; for instance, with the implementation of computer assisted language learning (CALL), which offers a virtual learning environment, and in this case, this option was within the reach of these students since the installation of the school had a computer lab. Fidaoui, Bahous and Bacha (2010) stated that the use of computers enhances language skills; also, it helps to organize and correct students' work better, to share their work with other classmates, among other things. For this reason, it can be concluded that teachers' work can be integrated with computer assistance, as to develop different types of activities around a same topic, or even combining different ones.

The content of the board was according to the topic, but since each student has different handwriting, the letters were not neat in all sentences; some lettering was too small or too big. In spite of this, the teacher helped to clarify anything that could be blurry for the children.

In the seventh class the topic was "What were you doing?" The objectives were to recognize and practice actions in past progressive both orally and written; also, to identify actions in past progressive in the first, second and third person, and finally, to ask and answer simple questions about actions in past progressive.

During this lesson, to achieve the goals proposed, the teacher explained the sentence structure of past progressive and all the grammatical part that comes along such as personal pronouns, conjugation of the verb "to be", regular verbs to add "-ing", etc., with the use of the whiteboard. The teacher was creative in the use of the whiteboard by making charts, figures, and using many color markers to call the attention of the kids. Furthermore, she wrote many questions and answers using past progressive, and in order to practice written actions in past progressive, she made pupils rewrite on the whiteboard the sentences that the students had filled in on their workbook.

The quality of the content and design were correct; however, not all of the objectives were fully reached because the production of learners was poor since they were asked to voluntarily stand up and say sentences in past progressive, but almost nobody participated.

That is the reason why the teachers should also keep in mind the different personality that each student might have; some students could be self-confident, others not, some could like taking risks, others would rather avoid them, some can be shy, introverted and others adventurers and extroverted. (Saville-Troike, 2006) Accordingly, teachers in general should not evaluate production in a single way, but rather provide different types of assignments considering these personal traits.

In the eighth class, the topic seen was the same of the last lesson but the objective was to listen, to write, and to comprehend short dialogs; Owing to this, the teacher began her class asking the students to think about what they did during the weekend; consequently, they had to write it on the whiteboard allowing the rest of the students to see and write the examples on their notebooks. In addition, because one of the tasks performed in the class was to listen to a short dialog and to complete

missing words in sentences presented by the course book, the teacher used the whiteboard to rewrite the missing words in each sentence and therefore the students could check whether they got their answers write or wrong. In conclusion, this task allowed the class to reach the objective specified for this lesson.

The use of this material was applicable for both activities: to practice the sentences on past progressive about what pupils did during the weekend, and to make sure the words completed in the short dialog were the right ones.

Referring to the suitability of this material, there is no doubt that this was suitable for their level and knowledge because the students demonstrated an active participation when they wrote on the whiteboard.

Concerning organization of the whiteboard it is possible to say that the sentences written on it were a little bit mixed-up and sometimes the calligraphy was not good; that is why the teachers should provide children the right materials; for instance, markers in good condition. Also, teachers should encourage children to write with nice handwriting.

In the tenth class, students were working in the unit named "Times to remember", and the lesson contained on it was "How was your weekend?" The objectives for this lesson were to name and identify vocabulary to express feelings, to evaluate a past situation, and to recognize and produce orally and written the vocabulary of this lesson.

In order to accomplish the objectives of this class, the teacher used the whiteboard to write the words of the vocabulary which included the following: fantastic, wonderful, awesome, ok, all right, so-so, boring, awful, and terrible. Then she wrote a big question in the middle of the board saying "How was your weekend?" Under the question the teacher wrote "It was …" Therefore, students had

to complete these expressions with the new vocabulary. As a result, all the learners had the chance to say how their weekend was based on the contents of the whiteboard.

Additionally, the grammar part exposed on the whiteboard was adequate for the learners' knowledge but not for their level because children showed confusion. Hence, using the whiteboard was neither relevant nor suitable for this topic

Instead, the teacher could have used more visual aids, apart from those of the course book, to teach the expressions; for example, by making a power point presentation with images of the vocabulary of this topic, or the teacher could have planned watching a movie where the expressions of the face could be seen naturally in characters of a movie and in the situations that provoke them; or lastly, the teacher could have used gestures to explain what means to be bored, or when something is terrible or awful, etc.

Then considering the content, form of distribution, and calligraphy on the whiteboard, it is possible to conclude that it was good because of the colorful aspect and the extended use of the whiteboard with big labels.

Songs

For the ninth class the topic of the lesson was "A camping trip" which considered the following objectives: to identify and name objects related with a camping, and to talk about the past using short and simple phrases.

During this class the teacher started with a warm up using a song about the parts of the body, which consisted of touching the eyes, noise, legs, and so on. This activity was suitable for students' age and understanding because they knew all the parts of the body and they were delighted practicing it, and moving around.

Although the use of this supplementary material was not pertinent to the lesson theme, it was appropriate for motivating students. Indeed, a direct connection between language achievement and motivation has been found when adapting music to a teaching environment. Nonetheless, the teacher cannot just take any type of music to the classroom, he or she needs to choose this material with the assistance of students; in other words, the contents of this material should be understandable, containing lyrics with a positive message that could have culture topics, the speech must be natural in the song, and it must have expressions or phrases that repeat again and again (Beasley and Chuang, 2008).

Dialogs

In the eighth lesson, one of the objectives was to write, listen to and comprehend short dialogs, and to reinforce the objectives of the seventh class, specifically the recognition of actions in past progressive. Accordingly, the teacher read a dialog containing ten sentences. In this dialog there were a speaker A and a speaker B. The sentences of speaker A were about questions in past progressive, for instance: "What was Anne doing last Monday?" and sentences of speaker B were about the answers of the questions; for example, "She was in the library." The task for the students was to listen carefully and to fill in the missing words that both questions and answers showed on the pages of the course book. This activity helped students to write, to listen and to comprehend short dialogs.

This lesson was appropriate for the level and understanding of the students because the past progressive was already studied in the previous class, and the missing verbs, which they needed to complete the dialog, were learned through that school year and even before.

Finally, concerning quality, the teacher read aloud, vocalizing clearly and slowly; also, she repeated the dialogue for three times as to give children the opportunity to catch up with all the missing words.

After having conducted all the observations, it is possible to conclude that most of the work done during the classes where based on the textbook and workbook. However, teachers should not only rely on the activities proposed on this material because children could get bored easily. Nevertheless, Pincas, et al. (1990) contrast this opinion; they say that routines need to be kept for children to notice the importance of following rules and adapting the class to a curriculum.

In contrast to this opinion, Li (2009) argues that using textbooks is essential in the teaching process in any educational setting, but it should not be forgotten that there is not perfect textbook; no matter how good it is, because it will always need adapting, modifying or supplementing

Learning Styles

Strategies used for teaching a second language and for getting successful language learners must consider the favorite learning styles of each individual. In a study of Lefever (2004), he explains that even though students are a mix of different learning styles, there is one that is best suitable for each learner. Therefore, the teacher's classes in the sixth grade would have been more beneficial if the teacher would have known how to create scenarios with the pertinent and appropriate supplementary material, applying adequate strategies with the intention of involving all the students and serving all their necessities, and not only entrust the whole process of teaching English on the use of the whiteboard since it can be daunting if used in excess.

Quantitative Analysis

The quantitative data obtained through the ten observations in each grade were analyzed using frequency charts on use of supplementary material. This material was divided into five categories that were the following: visual, audio, audiovisual, realia and online. For the visual category, flash cards, power point presentations, maps, pictures, charts, handouts, posters, word cards, and whiteboard were considered. On the other hand, songs, dialogues, stories, and tales formed the audio category. Additionally, regarding the audiovisual category there were videos, movies and documentaries. Also, for realia, all objects from the real-world were taken into account in this category. Finally, there was the website category.

Besides, a survey was carried out with the following questions a) Do you like the material used by the teacher in the English class? b) Does it help you understanding better the topic of the class? c) Do you think that the used material helps you to participate more in classes? d) What type of materials do you think you would learn better the topic of the class with? e) What additional materials would you like to be used in class by the teacher? f) How frequent would you like to use the supporting material? The three first questions were yes or no questions. For question *d* a checklist of possible supporting materials were provided. Question *e* was an open question. For question *f* the students had two alternatives for answering either always or once in a while. The survey was taken in Spanish and it was handed out to two students per class, so twenty surveys were collected.

According to this, the following results were obtained:

Graphic 1: Frequency of use of each category of supplementary materials.

Frequency of use of each category of
supplementary materials

■ Percentage   ■ Number of classes
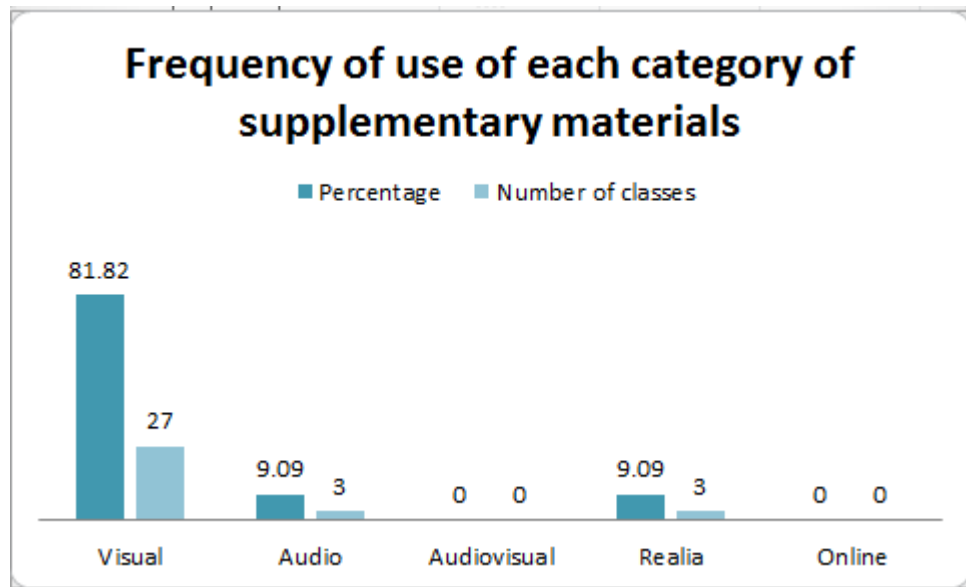
The percentage of usage of each category was calculated and compared, coming to the conclusion that visual aids is the major category in which the teacher relied for teaching English as second language with a total of 81.82%. Then audio and realia were employed in a low percentage, but equally, 9.09%. Finally, audiovisual and online materials were not used at all in the thirty observations. Graphic 1 provide a better picture of it.

Graphic 2: Frequency of use of supplementary materials.
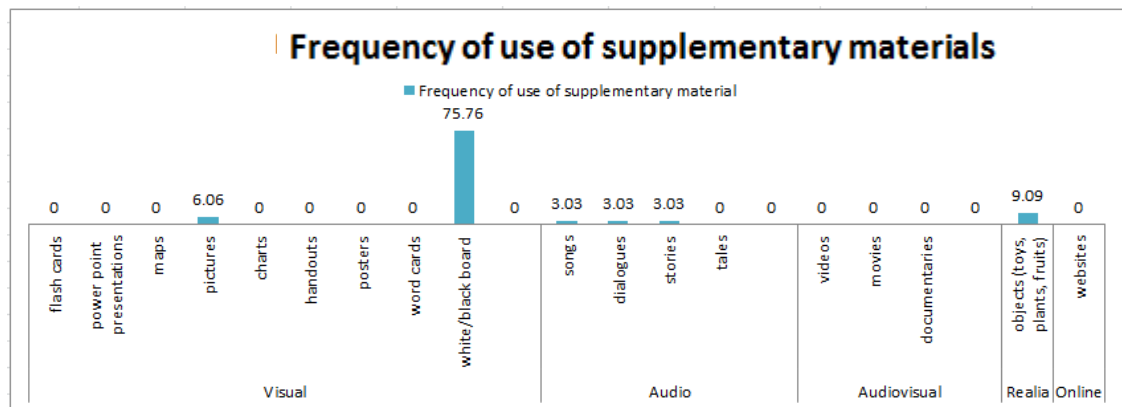
As the purpose of the study was to determine the type of supporting materials used for teaching children in EFL classes, the results in graphic 2 shows the frequency of use of each type of material, demonstrating that the whiteboard is the supplementary material mostly used with a 75.76%. In the second place is realia; in other words, objects of the real world with a 9.09%. The third place is taken by pictures with 6.06%. To the end, songs, dialogues and stories were also used but with an almost insignificant percentage of 3.03%. These materials were used only once during the thirty observations.

**Graphic 3**: Frequency of use of supplementary material in fourth grade.
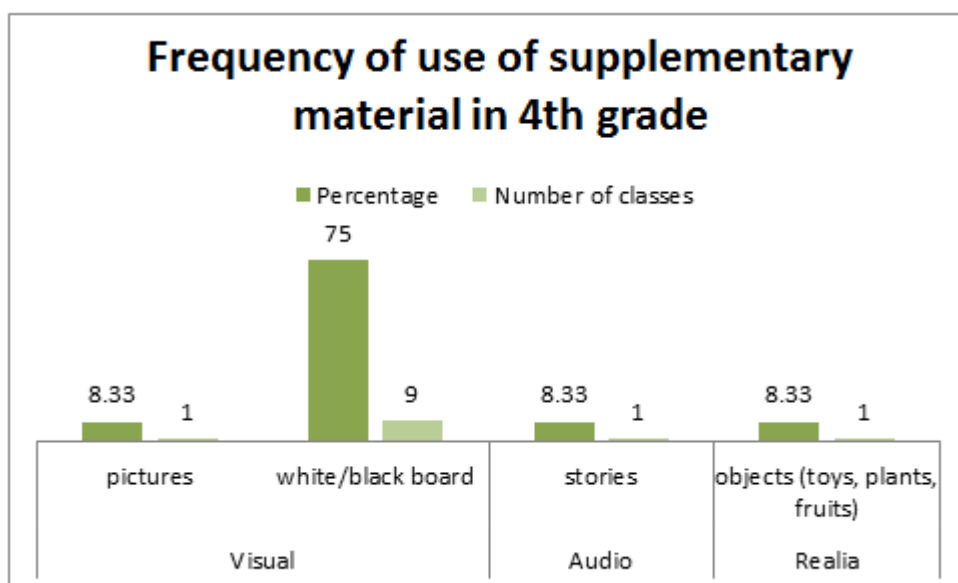
Graphic 3 shows that visual supporting materials such as pictures and the whiteboard were mostly used by the teacher in fourth grade. Pictures were used in this grade only once which represents an 8.33%; instead, whiteboard was used in nine classes representing a 75%. Moreover, audio and realia were also included in the development of the lessons with stories and real objects utilized once with an 8.33%. These results show that most of the English lessons in this class were developed with the help of visual materials, since audio, audiovisual, realia and online materials were scarcely used or even not used at all.

Additionally, the results of the survey in the fourth year gave the following answers: For question *a*, about whether they liked or not the material used by the teacher in the class. 18 students answered "yes", and two students did not answer. For question *b*, which asked if the material used by the teacher help them to understand the topic of the class in a better way, 16 kids answered "yes", and 2 others said "no". Two students did not answer this question. In question *c*, 18 kids

thought that supplementary material used in the class helps them to participate in classes. As a conclusion of the results of the answers of these three questions, it is possible to say that children do like the way the teacher is exposing the class and they are comfortable with the didactic materials used in their class hours, but when they realize that other materials can be also used, they want these materials to be included in their classes, and as proof of this, graphic 4 presents materials children would like to be incorporated in their English classes.
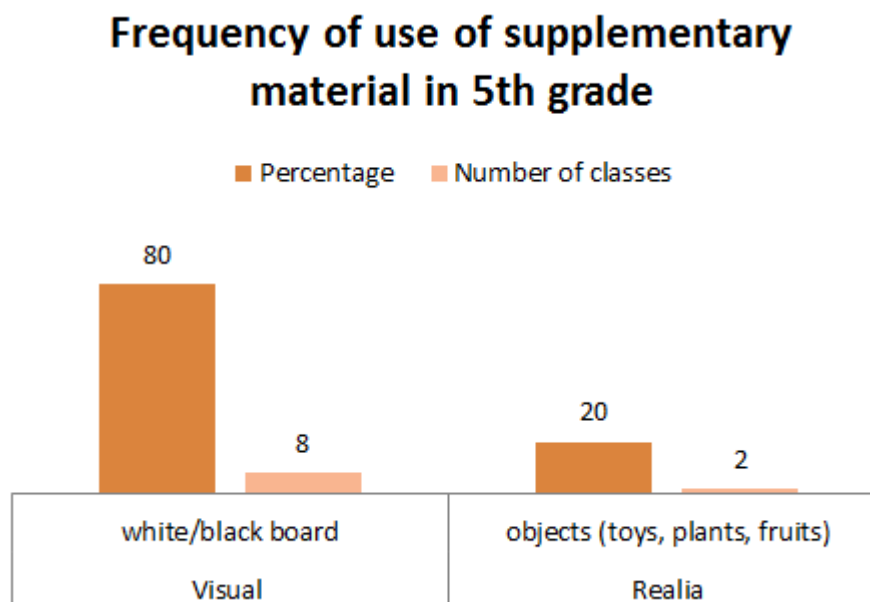
Graphic 4: Survey of fourth grade question *d.* What type of materials do you think you would learn better the topic of the class with?
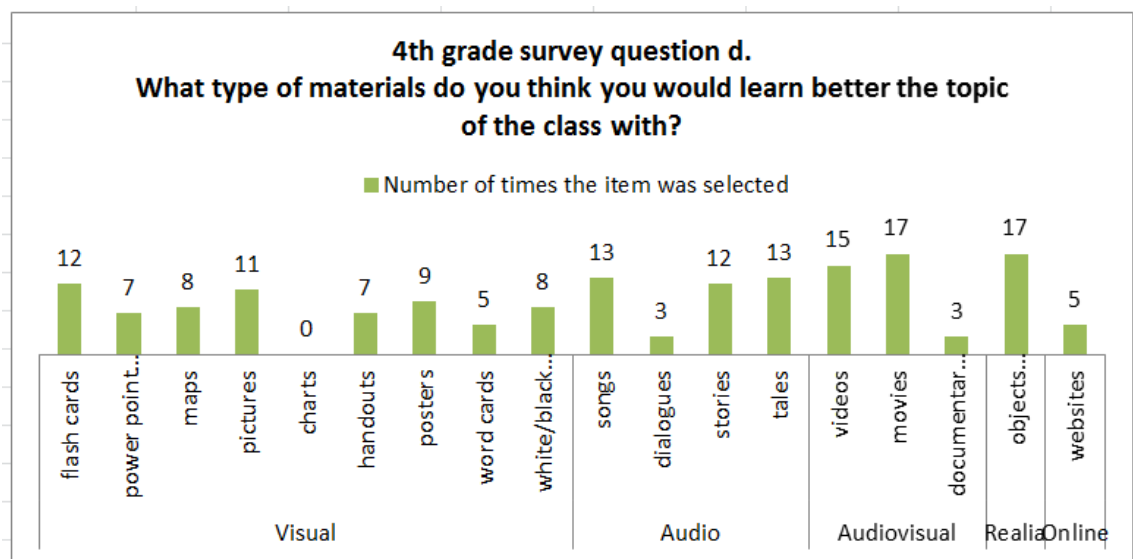
Accordingly, from the twenty surveys, the materials with a major selection were among movies, real objects, videos, songs, tales, flash cards, and stories. Although the rest of materials were selected in a minor quantity, except for charts that was not selected at all, all the materials from the graphic 4 can result very useful for the teaching process when adapting them properly into the lesson. In question *e* *"What additional materials would you like to be used in class by the teacher?"* the only new material included was books. Finally, in question *f, "How frequently would*

you like to use the supporting material?" 18 interviewees wanted extra material to be added always in their English classes, and 2 others answered "only once in a while".

Graphic 5: Frequency of use of supplementary material in fifth grade.

Frequency of use of supplementary material in 5th grade

■ Percentage ■ Number of classes

```
80

        8                    20
                                      2

white/black board        objects (toys, plants, fruits)
     Visual                      Realia
```

Graphic 5 reveals that the use of supplementary materials in fifth grade is centered on the whiteboard and objects. The first named supporting material was used in 8 classes with an 80% of frequency, and objects were used in two classes with a 20% of frequency. Therefore, efforts need to be taken to ensure that the teachers of English integrate other types of supporting materials to their teaching as looking toward a better education system and satisfying all students learning styles.

On the other hand, the analysis of the observations regarding the fifth grade survey indicated the following: from question *a*, asking whether students of English like the material used by the schoolteacher, only a minority group of kids (two) said that they do not like it. Regarding question *b* and *c*, the same as in question a, only two children said that the supporting materials used in the lessons neither helps them
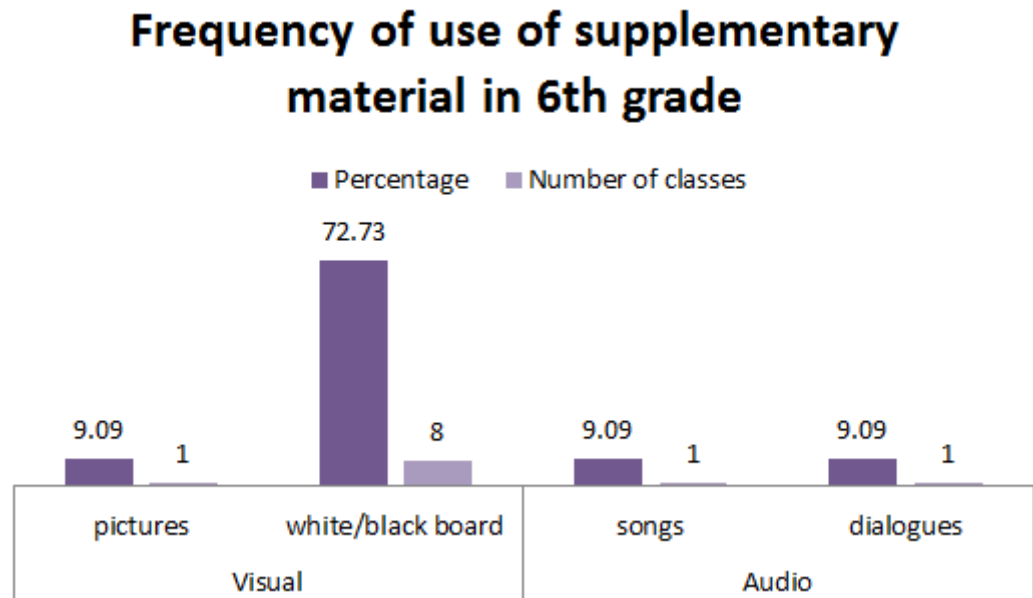
to understand the topics of the class nor to participate more. Additionally, for question *d*, the results are shown on the following graphic.

Graphic 6: Survey of fifth grade question *d*. What type of materials do you think you would learn better the topic of the class with?
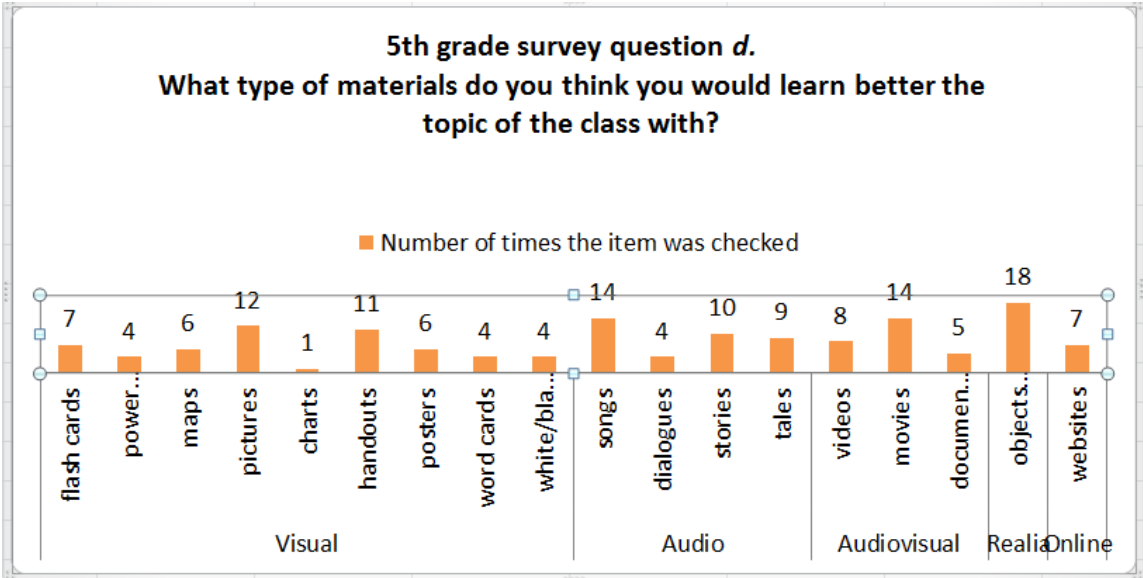
Subsequently, graphic 6 demonstrates that the materials children prefer to be brought to the class for a better comprehension are objects, movies, songs, pictures and handouts. Conversely, the materials that do not call kids' attention very much are power point presentations, charts, word cards, whiteboard, dialogues and documentaries. This list is headed by charts, equally as in fourth grade. What is more, materials enunciated by students that could be joined to the lessons for a better learning, according to question *e*, are video games, and drawings. According to the periodicity of utilization of both material from the list and material suggested by students, the 70% of the participants said that they would like to use supplementary materials all the time. The 30%, which is 5 of them said they think that supplementary materials should not be used too often.

Graphic 7: Frequency of use of supplementary material in sixth grade.

Frequency of use of supplementary material in 6th grade

■ Percentage   ■ Number of classes

|	Visual		Audio	
	pictures	white/black board	songs	dialogues
Percentage	9.09	72.73	9.09	9.09
Number of classes	1	8	1	1

In the sixth grade, the findings show that there is a strong dependency on the use of the whiteboard with a 72.73%, and a lower attitude toward the use of other supporting materials since pictures, songs, and dialogues were only used once each one, giving as a result of 9.09%.

Hence, it would be convenient that the teacher of this class can make use of more supplementary materials to facilitate teaching and learning. Additionally, the teachers and learners should be exposed to the use of websites, since it offers a lot of options of activities to work on.

Moreover, 95% of the kids said they do like the material actually used by the teacher in their English classes (question a), and that it helps them to comprehend the topic of the class (question b), 80% of them said that this material helps them in taking part of the class, and 20% do not agree with it (question c).

Graphic 8: Survey of sixth grade question *d*. What type of materials do you think you would learn better the topic of the class with?
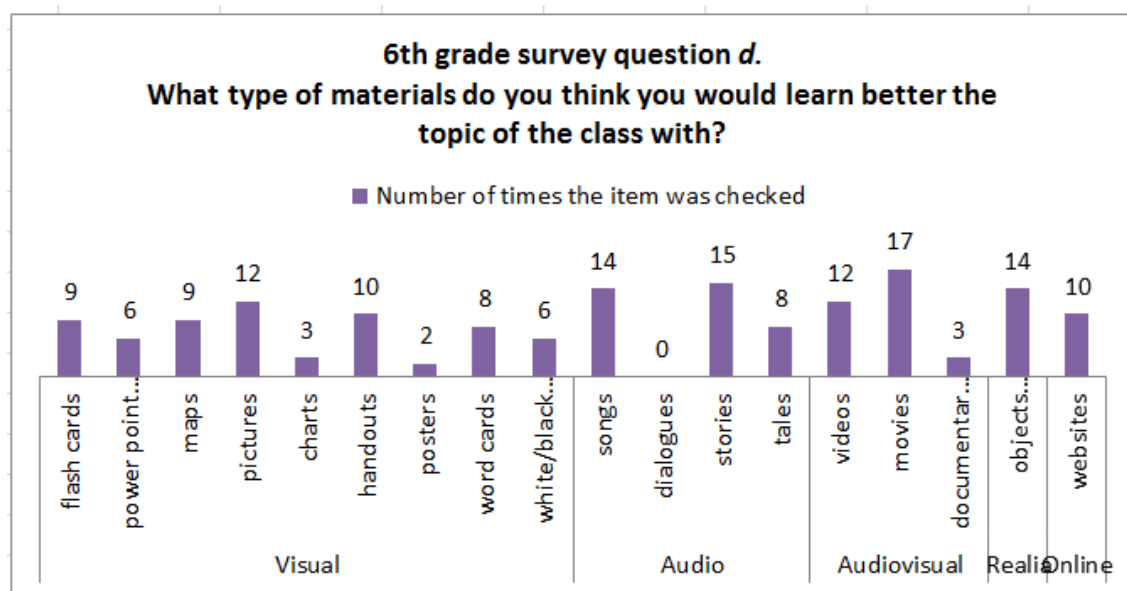
The results of the survey administered to the sixth grade showed the desire of pupils of implementing additional material to their regular classes. Graphic 8 shows the type of materials that were highest voted. Movies occupy the first place, followed by stories, songs, objects, pictures and videos. A mean score received handouts, websites, maps, flash cards, word cards and tales. And, a very low score was obtained by power point presentation, whiteboard, charts, documentaries, posters and dialog. Thus, the schoolmasters should give more attention to improving and adding policies regarding the teaching of English. Besides, students would also like to have Internet access and time for English jokes in their courses. Consequently, these materials plus all the materials most voted in question *d* would be good to be drawn upon all the time, as said by the 85% of the participants.

Considering the results of the teacher's survey, it is important to say the teacher was the same for the three grades. Therefore, only one interview was applied.

The questions were as follows: 1) do you think that the use of supplementary materials motivates students to learn English? Why? The answer was "yes, I do. The children like to see pictures, drawings. Those things make them feel interested on the topic. Also, they enjoy the class doing different activities such as listening, writing and reading." 2) What type of supplementary materials do you usually use? Why do you use them? The answer was as follows: "Pictures, drawings, mimics, facial expressions markers, whiteboard. These allow children to get included in the class, they feel interested, and can enjoy it." 3) Do you take into consideration the different learning styles when designing and elaborating the supplementary materials for your students? Why? To this answer the teacher said: "yes, I do. First, I try to explain an activity in different ways in order the children know what they have to do (exercises). Materials are elaborated according to children's age (cards, drawings, pictures)." 4) What type of supplementary materials do your students prefer? Why? Teacher answered: "pictures, drawings, flashcards, etc. This material allows children can enjoy and learn the new class." 5) According to the following percentages, how important is the use of supplementary materials in the class? 90% was the answer and the teacher argued this by saying that it makes children feel comfortable during the class and the teacher can create a good environment. "Children like to see new things and learn through them" added the teacher.

In summary, the interview applied to the teacher entirely agrees with the necessity of using supplementary materials for the aim of involving children in the class, for motivating them to enjoy more the class and to learn better.

Conclusions

- In the fourth, fifth and sixth grades, the teacher made use of six types of supplementary materials out of the eighteen that were evaluated. Those supporting materials were the following: whiteboards, pictures, songs, dialogues, stories, and objects.

- The supplementary material mostly used was the whiteboard. The teachers used them mainly for grammar explanations, writing examples, and making drawings.

- The use of supporting materials for most classes was pertinent to the content of the class and for reaching the objectives of the lesson. As a result, in the 83.33% of the classes, the supplementary materials were managed accurately.

- Only the 66.67% of the materials were appropriately designed according to children's age and level of understanding.

- The quality of most of the materials was acceptable. They were in good conditions and the teacher made good use of them.

- The frequency of use of each category of supplementary material varies from 81.82% to 0%. Visual materials reached the highest percentage with the 81.82%; audio and realia materials obtained 9.09%; finally, audiovisual and online materials obtained 0%.

Recommendations

The following recommendations were written with the intention of searching a better teaching and learning process of English as a foreign language.

o English teachers should dedicate more time to plan English lessons, since the supplementary materials they are using are only those that are at their daily reach instead of also thinking about the possibility of bringing additional material from outside or asking students to bring into the classroom things that could help in the development of the class.

o The institution must raise awareness among English teachers about the importance of supporting materials, and how to incorporate them in their everyday classes depending on the learners' needs, learning styles, learning contexts, and topic of the lesson.

o There must be variety of use of different materials and not only rely on one type of supporting material in each class because children get bored easily. Technology is a new trend in education now. As a result, teachers should learn and take advantage of this tool into the English teaching-learning process.

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ANNEXES

Annex N. 5

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)

	flash cards	
	power point presentations	
	maps	
	pictures	
Visual	charts	
	handouts	
	posters	
	word cards	
	white/black board	
	songs	
	dialogues	
Audio	stories	
	tales	
	videos	
	movies	
Audiovisual	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?

_____

_____

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _____   CLASS Nº___

GRADE: _____

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

¿Con que materiales crees que aprenderías mejor el tema de clase?

VISUALES			AUDIO			OBJETOS REALES		
• flash cards	(	)	• canciones	(	)	• objetos:	(	)
• diapositivas	(	)	• diálogos	(	)	(juguetes, plantas, frutas,		
• mapas	(	)	• historias	(	)	etc.)		
• gráficos o fotos	(	)	• cuentos	(	)			
• 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

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?

_____

_____

_____