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

TRABAJO DE FIN DE TITULACION

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El presente trabajo de fin de titulación: The use of supplementary materials for teaching children in EFL classes realizado por Mayorga Enríquez Patricio Geovanny, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Enero de 2014

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DEDICATION

This thesis is dedicated to my children: Estefany, Antony, and Britany

Patricio Geovanny Mayorga Enríquez.

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I want to thank God for giving me strength and courage to complete this stage of my life.

A Ceci my wife and partner for their unconditional support during my college career, sharing moments of joy, sadness and show me that I can always count on her.

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Patricio Geovanny Mayorga Enríquez

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ABSTRACT

The use of supplementary materials for teaching children in EFL classes is a research project that contains a complete data collection about the use of supplementary materials for teaching children in English classrooms. This project has been carried out with the participation of three English grades in a private school located in Quero in Tungurahua province.

In order to carry this project, ten classes in each grade have been observed. This research shows the use of the different supplementary materials in each class.

To gather the information, the Bibliographical Method has been used; to describe and analyze the collect data, the Analytic, Qualitative and Quantitative methods were applied. Also, an interview, and observation charts to collect the required information were applied.

It was found that the use of supplementary materials catches the learners' attention as they improve their skills. It was also found that there interactive supplementary materials that are not yet use in places as Quero.

This research shows that the teachers are using the white / black board as the most important aid for teaching the English language.

KEYWORDS:

Use of supplementary materials - Teaching English Language - Bibliographical method, Analytical method, Qualitative and Quantitative methods – Children-Project.

RESUMEN

El uso de materiales suplementarios en clases para la enseñanza del inglés a niños como lengua extranjera es un proyecto de investigación que contiene una colección de datos completos sobre el uso de materiales suplementarios para enseñanza a los niños.

Este proyecto ha sido realizado con la participación de tres grados de Educación Básica en una escuela privada ubicada en el cantón Quero en la provincia de Tungurahua. Para llevar a cabo esta tesis, se han observado diez clases en cada grado. Esta investigación muestra el uso de los diferentes materiales suplementarios en cada clase.

Para recopilar la información, se ha utilizado el método bibliográfico; para describir y analizar los datos, se aplicó el método analítico, cualitativo y cuantitativo. También, se aplicaron entrevistas y cartas de observación para recoger la información requerida. Se encontró que el uso de materiales suplementarios llama la atención de los educandos para mejorar sus habilidades. También se constató que hay materiales complementarios interactivos que todavía no utilizan en estos lugares y que solo utilizan el pizarrón ayuda principal para la enseñanza del inglés.

PALABRAS CLAVES:

Uso de materiales suplementarios - Enseñanza del idioma inglés - Método Bibliográfico, método Analítico, método Cualitativo y método Cuantitativo- Niños-Proyecto.

INTRODUCTION

Supplementary materials are very important aids that can be used by teachers in order to provide students interesting and enjoyable lessons. For this reason, English teachers have to be creative to encourage the learners to enjoy the learning process.

Currently, all the information available on the Internet provides different types of materials that teachers can use to plan interactive lessons; consequently, teachers should take advantage of it in order to use everything that exists and is useful to create the right environment to teach the English language in a way that students feel motivated and enjoy it.

Studies have demonstrated that the use of the appropriate supplementary materials catches attention of students and helps them improve their language skills. Researchers recommend the use of wide range of materials to encourage foreign language learning, among some of them is: DVDs, audio-books, songs. The use of audiovisual materials has proved to be an effective means to motivate students to learn. Supplementary materials also

include visual charts, cassette tapes, CDs for listening, videos, the internet, physical objects used for learning among other things.

Studies about children's learning process have demonstrated that they enjoy learning when they are playing; for them the learning process has to be fun. For this reason this research set three specific objectives. The first objective was focused on identifying and analyzing supporting materials used for teaching children in EFL class. To achieve this objective, ten classes in three grades in a private school in Quero, in Tungurahua province were observed. There was an average of fifteen students in each class.

The second objective of this research was focused on describing and analyzing each one of the supplementary materials used in EFL classroom. To do this every class was analyzed and two students were interview after the class. To analyze the class, the supplementary materials as Visual, Audio, Audiovisual, Realia and Online were analyzed according with their pertinence (the importance of the material used in relation to the content), their Appropriateness (related to the students' level and understanding), their variety (different forms of support types), and their amount (sufficient amount of support).

The third objective was centered on determining the frequency and variety of the supplementary materials used in the observed classes. This objective was

reached by classifying observations into five charts. In chart one are shown supplementary materials used in the observed classes. In cart two, the information of the ten observed classes in the fourth grade is analyzed using the qualitative method considering the pertinence and the appropriateness of the used materials. In chart two, the information of the ten observed classes in the fifth grade is analyzed using the qualitative method considering the pertinence and the appropriateness of the used materials. In chart four, the information of the ten observed classes in the sixth grade is analyzed using the qualitative method considering the pertinence and the appropriateness of the used materials. Finally, in chart five, the frequency of each material is shown.

METHODOLOGY

This investigation has been done in order to get a bachelor's degree at "Universidad Técnica Particular de Loja". The research project: "THE USE OF SUPPLEMENTARY MATERIALS FOR TEACHING CHILDREN IN EFL CLASSES" was initiated in April 2011 with the purposes to find out the importance of the supplementary materials and their use in the Ecuadorian classrooms where English is taught.

In order to collect the information, three grades in a private school located in Quero in Tungurahua province were observed. Quero is a little town where most of the people are farmers that belong to a middle-economic class, and they don't have much opportunity to interact in English. The students that attend the school are sons and daughters of those persons.

The students who attend the observed classes belong to: The 4th grade (8 years old approx.), the 5th grade (9 years old approx.), the 6th grade (10 years old approx.). There is an average of fifteen students in each grade. Ten classes in each grade were observed, and two students in each grade were asked to fill out a questionnaire.

To accomplish this project, Bibliographic and Analytic methods were applied. In order to collect the required information for the Theoretical Background, the Bibliographic Method was applied. To do the interpretation of the data collected, the Analytic, Qualitative and Quantitative methods were used.

The Bibliographical research was developed through several techniques such as note-taking from books, magazines, articles and journals from the internet. The information for this project was achieved through the observing of the ten classes in each grade, and through a questionnaire in which the two selected students from each grade were asked about the use of supplementary material in each class. To analyze the collected data, The Analytic, Qualitative and Quantitative methods were used.

The gathered information was classified, applying statistical procedures, into five charts. In chart one, called "Type of supplementary material used to teach children", the aspects of the variables: Visual, Audio, Audiovisual, Realia, Online, are found. In chart two, called "Pertinence and Appropriateness of the supplementary material use to teach children", the Pertinence and Appropriateness of the indicators of the each variable of the ten observed classes in the 4th grade are shown. In chart three, called "Pertinence and Appropriateness of the supplementary material use to teach children" the Pertinence and Appropriateness of the indicators

of the each variable of the ten observed classes in the 5th grade are also shown. In chart four, called “Pertinence and Appropriateness of the supplementary material use to teach children” the Pertinence and Appropriateness of the indicators of the each variable of the ten observed classes in the 6th grade are also shown. Finally, in chart five, called “Frequency of the use of supplementary material”, the frequency and percentage of the use of each supplementary material in every observed grade are shown.

DISCUSSION

In this section, the theoretical background, the results of the investigation, the description, analysis and interpretation of the results are shown, as well as the conclusions and recommendations.

Literature Review

The use of supplementary materials is important in education because they help teachers to make a lesson a positive experience for learners. The more teachers use different kinds of materials that engage students in different activities the more the learning process becomes permanent.

To comprehend better usefulness of supplementary materials, this section describes the different types of supplementary materials that teachers can use in a classroom, their definitions, their importance, and the role they have for the teaching process. First, it is important to know the importance of teaching a foreign language and the different teaching techniques in foreign language teaching. Next, it is significant to describe learners, their differences and the different teaching techniques that teachers need to take into account to meet learners' learning styles. After identifying some aspects about learners, this section also deals with the mixture of factors that are part of the different teaching contexts in which the teaching-learning process takes place. As a final point, this section includes five studies to show the effects of using supplementary materials in classrooms and their effects on learners.

At first, teaching foreign languages is directly related to world change because, on the point of view of Graddol (2006), through history people migration has influenced language spread; since then, teaching foreign languages has become an important matter in different countries. He explains that teaching foreign languages has become important in countries with higher rates of migration because people need to communicate for different reasons as for example: job, education, business, technology, etc. More specifically, the same author mentions that teaching English as foreign language also has evolved due to the increase in technology development. According to him, the English language currently dominates the computer and the internet field and people who want to learn computing first have to learn English; as a consequence, teaching English as foreign language has become more frequent in different countries in the last years.

But teaching English as foreign language not only has increased all over the world, it has also changed. As Graddol explains, the way English is taught in schools has changed; nowadays, teaching English is considered more a basic skill

than a foreign language mainly because new generations have new and different needs. In addition, this author mentions that English teaching in schools provides learners the necessary knowledge that currently universities require because institutions have globalized their education; therefore, as this author explains, change in higher education places a lot of pressure on the rest of education system.

Among other reasons for which English is important in the teaching field are those explained by Kitao (1996). He argues that teaching English gives people the ability to use this language for different purposes. For example, this author mentions that people that learn English can easily understand information and news spoken in this language; in the same way, the amount of people that learn English for business has increased because this language allows professionals to communicate effectively on different fields.

As English is being taught all over the world, it is important to ask: Who is learning the language and how does that affect the learning process? In teaching foreign languages there are different factors to take into account when it comes to the learner. These include age, differences between learners, and motivation.

From the factors mentioned about, it is important to consider: at what age is it advisable to learn a foreign language? Lightbrown & Spada (1999) refer to a study done by Snow & Hoefnagel-Höhle (1978) in which it was found that adolescents were, "by far the most successful learners." It was found that certain tasks, (for example, sentence judgment or translation) were too hard for young learners and that adults and adolescents may even learn faster in the early stages of language development particularly if they are learning a language which is close to their first language. If adults and adolescents have the opportunity to use the language on a daily basis in social, academic or work setting they can make considerable and rapid progress towards mastery of a second language. To this respect, Woolfolk (2007) says that older students learn a second language faster than young children, but "the earlier people learn a second language, the more their pronunciation is near-native". She also asserts when she refers to Anderson & Graham (1994) that pointed that after adolescence, it is difficult to speak a second language without accent. About the pronunciation skills that a child can acquire when he/she begins early with second language learning, Gilzow & Rodhes (2000) states: "early-start language learning contributes to a lifelong ability to communicate", because children who begin early with a second language have more possibilities to have a native-like pronunciation which will give them confidence in the language, later on.

Next aspect to consider about learners is their differences. Those differences can involve the region or social class from which they come, the gender and age of the speaker. Their grammar can be different for both the social class and age. Pronunciation also can vary with region, gender or social class. In non-Western cultures there is a difference between the linguistic forms used by each gender. Holmes states, "Those at the top in multilingual communities usually have the widest linguistic repertoire, and they certainly speak the official language." In addition, Holmes says that those with the highest status are most likely to use the formal language and proper pronunciation in general in contrast to those of a lower social status. In addition to social issues, learners also show differences in needs, instruction, sex, aptitude, etc. About that, Troike (2007) states: "What is learned in acquiring a second language, as well as how it is learned, is often influenced by whether the situation involves informal exposure to speakers of other languages, immersion in a setting where one needs a new language to meet basic needs, or formal instruction in school, and these learning conditions are often profoundly influenced by powerful social, cultural, and economic factors affecting the status of both languages and learners." This author refers to differences between sex with some aspects of language, such as memorizing complex structures, being easier for women to pick up and others, such as computing compositional rules, being easier for men to acquire. Aptitude is another factor mentioned is the belief that there is an inherent ability. The author mentions four underlying components that were proposed by Carroll (1965) who states that: Phonemic coding ability, inductive language learning ability, grammatical sensitivity and associative memory capacity. The first of these is the ability to process auditory input into storable segments which can later be retrieved, the second and third are concerned with central processing and the last with how they are recalled and used in output.

Another aspect about learners as the heart of English teaching is motivation. First, it is important to review some definitions and one is provided by Woolfolk (2007) who says that motivation is: "an internal state that arouses, directs, and maintains behavior". Another definition is given by The Cambridge Advanced Learner's Dictionary, it defines motivation as the "enthusiasm for doing something." Next definition is the one by Troike (2006) who mentions studies by Oxford & Ehrman (1993) and Dörnyei (2001) which include the following component: Significant goal or need, desire to attain the goal, perception that learning a second language is relevant to fulfilling the goal or meeting the need, belief in the likely success or failure of learning the second language, value of potential

outcomes/rewards. A third definition is provided by Lightbrown & Spada (1999, p. 56) who state, "Motivation in second language learning is a complex phenomenon which can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community." They also assert referring to Gardner & Lambert (1972) who talk about integrative and instrumental motivation, saying that the first one refers to "language learning for personal growth and cultural enrichment," and the second "for language learning for more immediate or practical goal."; these authors also mention that these types of motivation are very important to learn a second language.

People want to learn a language for different reasons and some conditions as motivations are important, but people have their own way to learn or their own style of learning, and there are many styles of learning. One that is considered important and popular is mentioned by Woolfolk (2007) who says that one possible aspect of learning style is the natural ability one has. She refers to the theory of multiple intelligences that surmises that people have different forms of natural intelligence. Woolfolk (2007, p. 113) says that Gardner (1983, 2003) listed eight different kinds of human abilities. These intelligences are abilities to solve problems and create products or outcomes that are valued by a culture, and they are linguistic, logical/mathematical, spatial, musical, body/kinesthetic, interpersonal, intrapersonal and naturalist. He defines linguistic intelligence as the ability to use language in special and creative ways and logical/mathematical intelligence as the ability to think rationally.

About Gardner's styles of learning a language Richards & Rodgers (2001) say that Multi Intelligences is a very popular approach that states that every learner has his/her own way to learn. They also refer to Krashen (1982) and other second language acquisition theorists who say that "language learning comes about through using language communicatively, rather than through practicing language skills. Lightbrown & Spada (1999) agree that there are different kinds of learners, they say that people can be visual, aural and kinesthetic learners. The visual learners are people who learn things seeing them; while the aural learners just need to hear something once or twice and they know it. The kinesthetic learners need to have physical action when they are learning.

It was previously mentioned that people are different; for this reason, teachers have to be aware that every student has its own way of learning and it is important that teachers apply different teaching techniques according with the students' interests.

With regard to teaching techniques, Raimes (1983) states that teachers want the students learn to use all of the languages skills: listening, speaking, reading and writing when they are learning a language; consequently, lessons have to come as close as possible to real life. To accomplish that, teachers have to be able to organize activities that let students to use all the skills; teachers must use some techniques that help the students to get a successful language learning development, such as: brainstorming, guided discussion, interviews, skits, dictation, note-taking, and storytelling.

A first technique mentioned by Raimes is brainstorming. It occurs when people generate some ideas in order solve a problem; it is a useful technique. About this Zaid (1995) says that information is stored in the brain in networks, and when a person has new information, he/she links this new information to the old stored information. This author also recommends teachers to use this technique for encouraging students to think about ideas related to a specific topic; in this case students can use brainstorming to express ideas about stored information or personal experiences.

Next valuable technique is guided discussion. Raimes (1983) says that teachers can use this technique to help students to improve their speaking skills in different topics; this means that learners feel guided through a whole-class discussion and at the same time teacher help. Students with vocabulary and sentences forms throughout all the activity.

A third teaching technique described by Raimes is interview. The author expresses that teachers can use this technique with different levels of language learners. With beginners, this technique helps teachers and students to get to know each other; at a more advanced levels teachers can encourage learners to work in pairs interviewing each other. The same author also mentions that teachers can design interviews with a specific purpose or using different forms according to the objective of the lesson.

Next technique is skit which, as Raimes explains, allows learners to play assigned roles in selected activities; those activities can be designed using pictures, events, or whole-class discussion. Finally, dictation, note-taking, and storytelling are techniques that help learners to practice language rules, reading, and listening skills.

Teaching techniques not only help learners to develop their language skills, they can also be used to develop learners' motor skills; this is the case of games. Playing games is a great technique to teach children because it makes learning activities fun and interactive. Piaget's theory is helpful in explaining the effects of this

technique on learners and Renshaw (2004) provides the following interpretation of this theory.

A key aspect of Piagetian psychology is the idea that cognitive development in young children stems from action and interaction with the world around them. This begins with physical (or 'concrete') objects in a problem-solving ("thinking something through") sequence that is gradually internalized and develops the child's thinking ability. In terms of how this related to language acquisition in children, Piaget basically saw language as a representative system, one of a variety of 'symbol systems' developed throughout childhood represent new knowledge acquired as children engage in a physical way with aspects of their environments (Lightbown & Spada, 1999, p. 23).

From this theory it could be drawn the conclusion that a teacher could help children learn better by supplying concrete objects related to the foreign language.

Teachers also can help children by providing them adequate teaching contexts. In relation to teaching contexts Holmes (1992) talks about formal contexts and social roles such as in court, the colloquial, and vernacular. Whether or not language is used in a formal context greatly affects the language and the structure. Along with those aspects, it is important to consider who is speaking the language; those of higher social classes are more likely to use formal language in general. According to Holmes (1992, p. 239), "When we combine information about the way people from different social groups speak with information about the way people speak in different contexts, it is clear that features of social class and contextual styles interact."

People can speak in different contexts and a language can be taught in different context too. Lightbown & Spada (1999) say that a language can be acquired in natural and instructional contexts. By natural context they mean that a language is taught in natural settings where the learners are exposed to natural or real communicative interactions, while in institutional contexts the teachers want students learn grammatical structures and vocabulary step by step.

In addition, Woolfolk (2007) says that the context is an important element for learning; she refers to physical and emotional context. The physical contexts are

places and rooms, and the emotional are moods and the people who the learner are surrounded.

When the contexts for learning are stated, it is time for teachers to think about how to use additional material to make the lessons more interesting for learners, and at this moment it is important to be aware of the material that could be useful for teaching.

Concerning supplementary material, Davanellos (2010) suggests that these materials are 'free- standing' and they are here to make the teacher's life easier and the learner's a bit more interesting. He also says that these materials can add further information on a subject, they provide a different perspective, or they help learner to connect with a different sense or intelligence. In addition, this author considers that supplementary materials can be very useful explaining complex concepts and more abstract thinking can be left for later in the development process.

Many of the reasons mentioned above are related to the importance of supplementary materials, but it depends a lot upon the teacher. A good teacher is likely to want to draw upon supplementary materials for a more complete and interesting learning experience. Supplementary materials can appeal different senses and different interests but students can get bored if the teacher uses the same approach and materials repeatedly.

Some limitations are described by Kitao & Kitao (1997) who refer to the underlying philosophy that is hidden within the curriculum and includes attitudes toward knowledge, teaching and learning, the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc. The authors state that materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information. That is, choices made in writing textbooks and designing materials are based on the writer's own beliefs about what language is and how it should be taught.

Howard & Major (2010) also talk about disadvantages of commercial materials: "Our modern language course books are full of speech acts and functions based on situations which most foreign language students will never encounter..." These disadvantages lead teachers to design their own materials. The same justification can be used for using supplementary materials. Supplementary materials can add some color and some depth to knowledge of the language and make up for the weaknesses of text materials.

Although supplementary materials could have some disadvantages, it is important to mention the different categories available for teachers. Coventry (2010) recommends using the wide range of materials to encourage foreign language development, some of them are: DVDs to teach foreign languages, audiobooks in foreign languages, songs in foreign languages; they also can include visual charts, cassette tapes, CDs for listening, videos, the internet, physical objects used for learning among other things.

A more organized classification is described by Patel &Praven (2008) who categorize supplementary materials into visual aids, audio aids, and audio visual aids; all of these categories make students use their five senses to process information. More specifically, visual aids refer to the use of boards, charts, static and working modals, films, strips, slide projector, overhead projector, and transparencies. According to these authors, teachers must prepare these materials in a creative way so they catch attention of learners. In this group of materials, Kitao & Kitao (2004) include printed materials such as newspapers, magazines, and advertisements because they are source of authentic information and they provide good amount of vocabulary.

With regard to audio aids, Patel & Praven mention audio cassette player, and radio; these materials give learners access to native language, and stimulate their critical thinking while they improve their listening skills. Finally, Patel & Praven describe audio visual aids as the consequence of improvements on technology and mention the following materials: video cassette player, video compact disc player, television, film projector, language laboratory, and computer assisted language learning. These authors state that these types of materials develop great interest on learners because they use their visual and auditory senses and it represents a high impact on learners' mind.

Another influence of technology on supplementary materials is the Internet, Kitao & Kitao (2004) express that Internet has become a very important supplementary material in current education; they suggest the use of this type of material for gathering information and storing them for future classes.

All theoretical information described previously give clues about the different types and uses of supplementary materials; they must be selected carefully trying to consider learners' styles and using adequate teaching techniques. In order to know better to which extent the use of supplementary materials help learners to improve their language skills, five studies were selected and they are presented as the last part of this research.

In the first place, William & Lutes did a study in 2003 to analyze whether the use of videos could stimulate and motivate students to learn English. About the sample of this study, he selected four classes of thirty students majoring in engineering at Cambridge University in England. Those students were divided into two groups: a control group and a test group; both groups received the same instruction but the test group was taught with videos as part of the teaching materials. Then, students answered a questionnaire at the end of the term to analyze their attitudes to the classes and the materials used in class. As a result, the analysis revealed that all students showed positive attitudes to the class but the test group scored higher in their answers than the control group. In addition, students in the test group commented that they feel motivated by the use of videos to continue attending next classes.

Based on the results mentioned above, Williams & Lute concluded that videos are powerful tools that increase intrinsic motivation and engage students in the learning process. Even though this study showed interesting results about the use of videos as supplementary materials, it did not show the relationship between the type of material and the type of technique used in the classroom.

A second study was designed by Tsou, Wang & Tzeng in 2004 to demonstrate the effectiveness of a multimedia storytelling website in EFL teaching and learning process. The participants in this study were two fifth grade classes of thirty five students each one, they were divided into two groups: a control group and a test group. Before the experiment, both groups were evaluated to measure their language proficiency, story comprehension, and language complexity. Teachers' little experience with storytelling techniques was an initial limitation of this study but to overcome this, teachers received training on the use of those techniques. Then, the test group received instruction with the support of the multimedia website and storytelling procedures while the control group only received instruction with the use of storytelling techniques and visual aids such as flashcards and books.

After the instruction period ended, students were evaluated to measure their level of story comprehension and story recall; as a result, three important findings were discovered. First, all students could easily comprehend the story and recall the story structure. Second, students that received instruction with multimedia websites retained more words, phrases, and sentences. Third, the multimedia tool provided students extra visual and audio stimuli; these stimuli not only provided easier access for story recall but also facilitate students 'creativity in recreating stories with more details. On the other hand, the control group did not recreate stories with the same

amount of details than the test group. The results of the questionnaire also demonstrated higher scores in the test group than in the control group.

From the results mentioned above, the researchers conclude that multimedia resources are powerful instruction tools in teaching English because they promote learners' creativity. Other benefits that these researchers mentioned refer to the fact that multimedia and online resources allow teachers to design creative classroom activities and to improve learners' recall process by playing multimedia activities repeatedly.

Another study about the effects of audio visual materials was done by Mekheimer in 2008 to know the impact of videos on whole language learning in EFL context; its objective was to measure improvements in students' four language skills. This study was designed as a longitudinal experiment and took place during one academic year; the sample was structured as follows: thirty three students were part of the experimental group and thirty one students were part of the control group. Both groups were pre and post tested to evaluate their performance in their language skills, the experimental group received instruction with videos and the control group was taught using only the course textbooks. The results of the pre test did not show significant results but results from the post test demonstrated that students performed better and they improved their language skills. Then, the author of this study concluded that videos were effective materials that improve language skills and the more authentic is the material the more it is pedagogically useful. However, this study was constrained by the fact that motivation, attitude, and interest level were not measured.

Next study presents interesting findings of using pictures on learning environments; this study was conducted by Lin, Chen & Dwyer in 2006 to prove the effects of using static pictures versus computer-animated pictures to improve learners' comprehension and retention of contents. The sample of this study consisted of fifty eight undergraduate students from two EFL reading sections at a University in Taiwan; they were assigned to an experimental and to a control group. Before the experiment, all students were evaluated to measure their reading level with a TOEFL test; then, a pilot study was conducted to gather information about areas on which students could experiment some kind of difficulty to include them in the multimedia material. The experiment consisted on teaching the experimental group, with the aid of multimedia material, about a topic on which students did not have experience; the control group received instruction with the use of static pictures on a web page. After the experiment students took a test to measure these

aspects: students' ability to recall and to reproduce information, students' level of knowledge about specific topics, and students' level of comprehension of the reviewed topics.

The procedures applied in the experiment showed important results as the fact that the experimental group outperformed better than the control group; students that received instruction with multimedia material were more able to recall and reproduce information than the students that learnt with the support of static web pages. However, there were no significant differences in the results of the terminology test; therefore, the multimedia program was not effective teaching vocabulary related to the topic. Lin, Chen & Dwyer mentioned that among some limitations of this study students' lack of knowledge about the subject matter could influence the results of the test about terminology. In the same way, other limitations identified were related to the cost-effectiveness of the multimedia support in relation to the purpose of the lesson and the amount of time that students were exposed to the multimedia material; although limitations, the researchers recommend EFL practitioners to analyze carefully whether the purpose of the lesson justify the use of multimedia material.

A last study was conducted by Chen & Chen in 2009 to investigate the effects of songs on learners' motivation and performance in the English language learning. For this study five classes in an elementary school were selected, all of them received instruction with the use of for English songs played in a CD player during the whole semester; after that, they were evaluated to measure their levels of motivation and performance and the relationship between these two variables. As a results, the questionnaire showed that learners were motivated to learn English after listening the songs and they felt that they performance in the English learning had increased; in addition, the relationship between motivation and performance showed that the first variable was higher than the second. Though, students were not evaluated at the beginning of the experiment and their improvement on reading, writing, listening, and speaking could not be measured. As a result of the experiment, the researchers concluded that students' motivation had significantly increased after listening to the songs and their performance in their comprehension of the language was also higher. Finally, the researchers recommend teachers to use more interesting material to make effective teaching and learning; in the case of songs, teachers should use them also to improve learners' creativity.

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: Patricio Mayorga

Source: 4th, 5th, 6th grades

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	
		Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.
Visual	Flash cards																				
	Power point presentations																				
	Maps																				
	Pictures					x	x	x	x			x	x								
	Charts																	x	x		
	Handouts																				
	posters	x	x														x	x			
	Word cards																				
	White board	x	x	x	x			x	x	x	x	x	x	-	x	-	x	x	x	x	x
Audio	songs							x	x												
	dialogues									x	x										
	stories																				
	tales																				
Audiovisual	videos			x	x													x	x		
	movies																				
	documentaries																				
a	Objects (toys, plants, fruits)																				
	websites																				
e																					

Author: Patricio Mayorga.

Source: 4th grade (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	
		Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.
Visual	Flash cards																				
	Power point presentations																				
	Maps																				
	Pictures																				
	Charts																				
	Handouts																				
	Posters																	x	x	x	x
	word cards																				
	White board	-	x	-	x	-	-	-	-	-	-	-	-	-	-	-	-				
	Audio	Songs	x	x	x	x													x	x	
Dialogues																					
Stories																					
Tales																					
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
a	Objects (toys, plants, fruits)																				
	ine Websites																				

Author: Patricio Mayorga.

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

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th	
		Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.
Visual	Flash cards																				
	Power point presentations																				
	Maps																				
	Pictures					-	x	-	x							-	x				
	Charts																				
	Handouts																				
	Posters			x	x																
	Word cards																				
	White board	x	x	x	x					-	x	-	x	-	x			-	x	x	x
Audio	Songs																				
	Dialogues																			x	x
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
a	Objects (toys, plants, fruits)	x	x																		
ne	websites																				

Author: Patricio Mayorga

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

Quantitative tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4 th	5 th	6 th	Total	
		grade	grade	grade	f	%
Visual	Flash cards					
	Power point presentations					
	Maps					
	Pictures	3		3	6	13.33%
	Charts	1			1	2.22%
	Handouts					
	Posters	2	2	1	5	11.11%
	Word cards					
	White boards	9	8	7	24	53.54%
Audio	Songs	2	3		5	11.11%
	Dialogues			1	1	2.22%
	Stories					
	Tales					
Audiovisual	Videos	2			2	4.45%
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)			1	1	2.22%
Online	Websites					
Total		19	13	13	45	100%

Author: Patricio Mayorga.

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

Description, analysis, and interpretation of results

In this section, the qualitative and quantitative analyses are described. To carry them out, it was necessary to point out the gathered information in Chart One. It shows the type of supplementary materials used in the observed classes. These are: pictures, charts, posters, white / black board, songs, videos and objects.

The qualitative analysis was made using the information in chart two, three and four, and the questionnaire applied to two students after every class. The use of supplementary material, in the observed classes is analyzed from a pedagogical point of view in order to decide which ones could be used in the English language classroom. This section also describes the frequency of the use of the supplementary material in ten observed classes.

Qualitative analysis

4th grade / 8 years old

In the first observed class of the 4th grade, for the topic: “The Fruits”, the teacher used two kinds of visual supplementary materials: posters and white board in order to achieve the objective of the class which was to introduce the new vocabulary related to the names of the fruits, and review the verb “to be”.

Posters

The use of this material in the class is considered pertinent, because they were used to introduce new vocabulary words: the name of the fruits. The teacher also used this material to encourage students to use the verb “to be” to describe what they have observed on the posters. That kind of material was appropriate to the topic and it was used according to the student’s comprehension, because they were able to identify the fruits on the poster. Students demonstrated interest on the topic and the poster called their attention because it had colorful and an attractive design. The teacher motivated the students by asking questions about their favorite fruits and encouraged them to describe their main characteristics; therefore, the material was used to motivate students to use the grammar structure according to the objectives of the class.

White board

The use of the white board was pertinent, because the teacher encouraged the students to interact using it, they were asked to write the names of the fruits on the board using red, black, blue, and green markers; when one of the students was writing the others helped her / him. Using this material was considered appropriate to the topic because the students understood the exercise and they were able to write the new vocabulary words; they found the activity enjoyable.

After the class, two students were interviewed and they said they enjoyed the class. This class was considered a good class, because the students liked the interaction on the board when they had learn the names of the fruits; though, the supporting material used by the teacher motivated students and woke up their interest on the topic.

In the second observed class of the 4th grade, the topic was “The animals”. In this class the teacher used visual and audiovisual aids in order to achieve the objectives of the lesson which were to introduce new vocabulary related to the topic, and review grammatical structures using the verb “to be”.

The audiovisual and visual aids used in this class were:

Videos

In the presentation stage the teacher used a video to introduce the new vocabulary, at that moment, it was very important to use this type of material because it drew students’ attention. The video described different characteristics of animals in a clear language, the narrator spoke slowly and his pronunciation was clear. This material was considered pertinent, because the students were very interested in the story and, at the same time, they were learning the new vocabulary. The video was also appropriate because the students could understand the story even though that they did not know many of the words. About the quality of this material, it could be mentioned that it was good because it entertained the children due to its colorful and fully action scenes.

White board

The use of the white board was also pertinent, because the teacher motivated the students to use it. Learners were asked to play a “hang-man” game on the board. Using this material was considered appropriate to the topic because the students understood the exercise and they were able to use the vocabulary they had learned.

The use of the appropriate supplementary material in the class, in this case the video, made the lesson a success because it stimulated and motivated students to learn English. The students considered the lesson very interesting and it helped them to learn the new vocabulary.

In the third observed class of the 4th grade, for the topic: “The Colors”, the teacher used one kind of visual supplementary material: pictures. This material was used in order to achieve the objective of the class which was to introduce the new vocabulary related to the names of the colors.

Pictures

The teacher used a set of pictures that showed different objects such as fruits, animals, school items, etc. The material was shown to the students while the teacher asked students the colors of each object. The use of this material in the class was considered pertinent, because they were used to introduce new vocabulary: the name of the colors, and to encourage students. They were asked to play a game with the pictures using grammatical structures as the verb "to be". During the game, each participant has to choose a picture and describe it to his/her partner. The teacher encouraged students to say the color of the guessed object when the student discovered it as for example: "It is a red apple!" This kind of material was appropriate to the topic and according to the student's comprehension because learners identified the colors in the pictures. They found the pictures very interesting, because they were big and bright enough and the students used them as a toy.

This class was considered very effective by the students, because the teacher played a game using the supplementary material. It is considered that playing games is a great technique to teach children because it makes learning activities fun and interactive. In addition, the use of pictures improves learners' comprehension and retention of contents and new vocabulary.

In the fourth observed class of the 4th grade, for the topic: "The Human Body", the teacher used three kinds of supplementary materials: pictures, white board, and songs. These materials were used in order to achieve the objective of the class which was to introduce the new vocabulary related to the names of the parts of the human body.

Pictures

The use of this material in the class is considered pertinent because it was used to introduce new vocabulary related to the parts of the body. It was important to show pictures containing the parts of the human body with their names because the students could acquire the new vocabulary by seeing it. The material was appropriate to the topic and to the student's comprehension, because they could identify the parts of the human body in the pictures. They considered the pictures interesting, because they were colorful and of a good size (30x50cm). The material was of good quality because it was plastic coated.

White boards

The use of the white board was also pertinent, because the teacher motivated the students to use it. Learners were asked to play hang-man game on the board to practice new vocabulary words; they were divided into two groups and

students took turns to complete the letters of each word. Using this material was considered appropriate to the topic because the students understood the exercise and they were able to use the vocabulary they had learned; in addition, the white board was in good condition and the teacher used black and red markers to emphasize the vocabulary which also contributed to a success of that lesson.

Songs

The use of a song was also pertinent, because the students felt motivated to sing it. Using the song was very important to reach to objective, because the students could repeat the new vocabulary while they were having fun and played touching each part of the body mentioned in the song; the title of the song was "head, shoulders, and feet". Using this material was considered appropriate to the topic because the students understood the vocabulary used in the song, and they were able to use it.

The students liked the class especially because of the song. It is important to use songs in a classroom because students' motivation had significantly increased after listening to the songs and their performance in the comprehension of the language was higher.

In the fifth observed class of the 4th grade, the topic was: "Greetings", the teacher used two kinds of supplementary materials: white board, and songs. These materials were used to achieve the objective of the class which was to introduce new vocabulary related to greeting and family members.

Whiteboard

The use of the white board was pertinent because the teacher wrote the new vocabulary on the board which was very important because the students were motivated when they were told that they were going to use it when singing. The teacher wrote lyrics and left blanks that students had to complete while singing a song. Using this material was considered appropriate to the topic because the students understood the words and they were able to use the vocabulary they had learned.

Songs

The use of a song was also pertinent, because the students felt motivated singing it; the song was titled "I love my family". The lyric was clear and the song had a good and easy rhythm that the students could follow without difficulty. Using the song was very important to reach the objective, because the students could repeat the new vocabulary while they were having fun. Using this material was

considered appropriate to the topic because the students understood the vocabulary used in the song, and they were able to apply it in the practice.

The students liked this class, especially because of the song. It is important to use songs in a classroom because students' motivation significantly increases after listening to the songs and their performance in their comprehension of the language is higher.

In the sixth observed class of the 4th grade, for the topic: "The house", the teacher used two kinds of visual supplementary material: white board and pictures. These materials were used in order to achieve the objective of the class which was to introduce the new vocabulary related to objects of a house.

Pictures

The teacher used a set of pictures that showed different parts of a house with different objects on it as for example: table, sofa, lamp in the living room. These pictures were of good quality, and good size (30x60cm); the pictures were part of the course materials, they were full of color and all students could see them well. The use of this material in the class is considered pertinent because it was used to introduce new vocabulary, the name of objects of a house, and to encourage students to play a game using the grammar structures taught. This kind of material was appropriate to the topic and according to the student's comprehension, because they could identify the objects of a house on the pictures. Learners pictured them very interesting because they were big and bright enough so they could use them as a toy.

White board

The use of the white board was also pertinent, because the teacher used the board to play a game with the pictures, which was very important because the students were motivated when they played. The game consisted in showing students a picture for a short time; after that students were asked to look for details on the picture and to write on the board the name of all the objects they could remember. Using this material was considered appropriate to the topic because the students understood the words and they were able to use the vocabulary they had learned in a fun way.

This class was considered very effective by the students, because the teacher used the supplementary material during the game. It is considered that playing games is a great technique to teach children because it makes learning activities fun and interactive. In addition, the use of pictures improves learners' comprehension and retention of contents, and at the same time it contributes to

develop great interest on learners because they use their visual senses which represent a high impact on learners' mind.

In the seventh observed class of the 4th grade, for the topic: "Numbers", the teacher used one kind of visual supplementary material: white board. This material was used in order to achieve the objective of the class which was to review vocabulary related to the numbers.

White board

The use of the white board wasn't pertinent, because the teacher used the board just to write the numbers. When she pointed at them, the students had to say the numbers in English. The students weren't motivated because the activity consisted only in repetition drills to practice pronunciation of numbers and written exercises. The teacher should have used flashcards to call students' attention. In spite of this, the use of this material was considered appropriate to the topic because the students understood the words and they were able to use the vocabulary they had learned.

This class was considered boring by the students because they didn't enjoy the activities; learners only repeated numbers after the teacher; then, they wrote some sentences on the board using the numbers written by the teacher. The white board would have been pertinent to the objective of the lesson if the teacher should have used it along with a game or a song to motivate learners to complete sentences. In conclusion, it's important that teachers use creativity to enhance students' motivation because motivated students learn faster and supplementary materials help learners to retain information easily.

In the eight observed class of the 4th grade, for the topic: "What numbers are here?", the teacher used two kinds of visual supplementary materials: posters and white board in order to achieve the objective of the class which was to review already learned vocabulary related to the names of the numbers, and review the verb "to be".

Posters

The poster used by the teacher showed color pictures of numbers with their names below. Each number represented a set of objects. This visual material was big enough and all students could see it well (1.25X1.0m) and it was plastic coated. Using this kind of material was considered pertinent, because the students could identify already learned vocabulary and they interacted with the teacher who showed the material and asked questions using the taught grammatical structures. The students were motivated during the class because the teacher organized a

competition game. She chose a number and encouraged students to write sentences in short time using the elements on the poster. The students' attitude towards the used vocabulary was good because vocabulary words and grammatical structures were according to their level; therefore, the material was appropriate and well designed.

White board

The use of the white board wasn't pertinent because the students didn't interact adequately. The teacher just used it to give instructions, which was boring for the students because they were not motivated to participate in the activity. Nevertheless, using this material was considered appropriate to the topic because the students understood the vocabulary.

After the class, the students' opinion was that they didn't like the use of the white board, even though, they identify the vocabulary words. They explained that this part of the class was boring because the teacher used the white board only to give them instructions or to help them with word spelling. In this case, it is important to point out that good teachers are likely to draw upon supplementary materials for a more complete and interesting learning experience. Supplementary materials can appeal different senses and different interests. A student can get bored of too much of one approach and repeatedly text materials.

In the ninth observed class of the 4th grade, for the topic: "Transportation", the teacher used three kinds of supplementary materials: white board, charts, and a video. These materials were used in order to help to achieve the objective of the class which was to introduce the new vocabulary related to the means of transportation such as plane, ship, helicopter, bus, motorcycle, etc. and the use of the third person of the verb to-be "It's". The teacher used the supplementary material in the following way:

Charts

The use of this material in the class is considered pertinent. The charts were used to introduce new vocabulary: the name of the means of transportation, and to encourage students to describe what they have observed on the charts using the verb "to be" in the form of "It's". These charts also helped students to identify the three types of means of transportation: land, water, and air. The material showed the name of each category and the name of each means of transportation; it also had a little picture next to its name. In consequence, this kind of material was appropriate to the topic and it was used according to the student's comprehension because they were able to identify the objects in the charts, in this case, the means

of transportation and they found them very interesting. The charts had a colorful and an attractive design.

White board

Once the teacher explained the different categories of means of transportation, she used the white board to write sentences as for example: it's a bus, it's a car, etc. After the teacher taught the students the use of the grammar structure, she encouraged the students to write short sentences using the chart as reference. As a result, the use of this material was pertinent and appropriate because students could use the vocabulary words correctly; they also enjoyed this activity because they could help each other, in this way the objective of the class was accomplished.

Videos

After the students checked the new vocabulary with the help of the charts and the white board, they watched a video. It was found pertinent and appropriate because it helped to identify the new grammar structures and the vocabulary in a funny and different way. The video was downloaded by the teacher from the Internet and it contained clear explanations and understandable language about the different types of means of transportation. The teacher used the video at the production stage; after the video was played, the teacher pointed out to the chart and asked questions as for example: What is it? Did you see any of this in the video?. In this way, the teacher encouraged the students to use the grammar structure and the vocabulary words. Watching videos is something that students do regularly as part of their daily activities at home; for this reason, they enjoyed a lot this part of the lesson and the learning process occurred in a natural context. By natural context is meant that a language is taught in natural settings where the learners are exposed to natural or real communicative interactions. In this case watching a video was natural for the students and they liked the class.

In the last observed class in the 4th grade, the topic was "The days of the week". In this class the teacher used just the white board as an aid to reach the objectives of the lesson. It was used to introduce the days of the week and some verbs as: go, travel and return.

White board

This supplementary material was both pertinent and appropriate because the teacher explained the new vocabulary while writing it on the white board. The teacher drew a big calendar with a description of different activities on each day of

the week as for example: Monday- I go to the park. To do this she used red and black markers. After the teacher explained the days of the week, she organized students in groups of three and asked them to make a calendar describing similar activities as those of the example on the board. The material was appropriate to students' age and level because they were able to use the information learned working in groups and interacting with other students and with the teacher. The students were also able to manage the new material very well since they enjoyed working with the classmates.

Learning styles

In the 4th grade, the teacher tried to meet the different students' learning styles but the use of supplementary materials was focused mainly on visual resources; however, she also used songs, dialogues, and videos to teach those students that learn through audio and visual learning styles. It was observed that learners were more motivated when teacher used different types of materials; specifically, when she used audio and audiovisual materials students were involved in the class and they participated actively. This confirms what Patel & Praven describe about the use of visual and audiovisual materials; it develops great interest from learners and high impact in their minds because they use their visual and auditory senses to process information.

5th grade / 9 years old

In the 5th grade, the following supplementary materials were used in the ten observed classes: posters, white board, and songs.

In the first observed class of the 5th grade, the topic was: "The months of the year", and the teacher used two kinds of supplementary materials: white board and a song. These materials were used as aids in order to achieve the objective of the class which was to introduce the new vocabulary related to the names of the months, and the seasons of the year.

White board

The use of the white board wasn't pertinent, because the teacher didn't encourage the students to interact using it. The teacher wrote the new vocabulary on the board and explained it; she gave descriptions about each season trying to link it to the months of the year and drawing pictures on the board. The quality of those drawings was good and the teacher drew objects related to each season as for example, a snowman to describe winter, summer clothes to describe summer and so on. In addition, she explained to the students to which months each season belongs writing the names next to each drawing. In consequence, using this

material was considered appropriate to the topic because the students understood the vocabulary. However, the use of flashcards or poster would have been more suitable for this class because through them students could have a better approach to the vocabulary words.

The use of visual aids, as a white board, is considered important in the English classrooms because some people are visual learners. Visual students learn better when they see the words. But it is necessary that teachers use their creativity when they use the white board; some creative activities could include playing competition games, brainstorming, etc.

Songs

When the students had seen the new vocabulary on the white board, they listened to a song titled "My favorite season"; it described each season and it also indicated the months to which each season belongs. The rhythm and the lyrics were simple enough so all the students could follow them; even though there was a little echo in the classroom, the song was heard by all learners. Consequently, the song was pertinent and appropriate because it contained the new vocabulary and the students had the opportunity to practice it while they were listening and repeating the months of the year and the names of the seasons. The vocabulary was according with the students' level and the song was selected in a pedagogical way.

The students enjoyed the class, they loved the song. It is important to point out that the effects of songs on learners' motivation and performance showed that learners were motivated to learn English after listening to the songs and they felt that their performance in the English learning had increased.

In the second observed class in the 5th grade the topic was: "The Seasons", in this class, the teacher used two kinds of supplementary materials: white board and a song. These materials helped him to achieve the objective of the class which was to review vocabulary related to the seasons and to introduce new vocabulary related to the weather as these words: snowy, windy, sunny, etc. These aids were use in the following way:

White board

The use of the white board wasn't pertinent because the teacher wrote only the new vocabulary on the board and explained it. Because of vocabulary words were adjectives it would have been better to use another type of supplementary materials such as flashcards, pictures, or a poster. Nevertheless, this material was

considered appropriate to the students' level because they could comprehend the vocabulary.

The use of visual aids, as in this case the white board, is considered important in the English classrooms because some people are visual learners and they learn better when they see the words in a written way.

Songs

The song used for this class was similar to the one used in the previous class; but, this time it described the seasons using adjectives such as windy, cloudy, sunny, etc. which were part of the vocabulary words taught to the students. The song was titled "What I like the most from seasons" and it had an easy and funny lyric; in the same way, its rhythm was easy to follow and in accordance with students' level. Therefore, the use of the song was pertinent and appropriate because this material contained the new vocabulary and the students had the opportunity to practice it while they were listening and repeating the names of the seasons and their characteristics. The vocabulary was according to the students' level and the song was selected in a pedagogical way. The students enjoyed the class and they liked the song. When teachers use songs as aids, they enhance students' motivation together with their improvement of the listening skills.

In the third observed class of the 5th grade, the topic was: "Subject Pronouns". In this class, the teacher used one supplementary material: the white board. This material didn't help the teacher to achieve the objective of the class which was to introduce new grammatical structures related to the pronouns. This material was used in the following way:

White board

The use of the white board was neither pertinent nor appropriate because the teacher wrote only the new vocabulary on the board and explained it by writing sentences, as for example: I play soccer, she plays the guitar, etc. Most of the students didn't understand the use of the pronouns. For this reason they were asked to do extra homework. It could be more appropriate that teacher used flashcards or posters to teach the use of subject pronouns because through those materials students could be able to visualize the grammar structure. The teacher should have involved students in the learning process making them to write their own sentences.

The use of the white board is considered an important resource in the English classrooms; for this reason, teachers should use it in a creative way to catch the attention from learners and to avoid that students lose their attention as happened in that particular class. The interviewed students mentioned that they did

not like the class because they did not participate actively as they would like to do it. To avoid this, the teacher should have motivated the students to produce their own sentences about their classmates or their family.

The topic of the observed 4th class in the 5th grade was: “Singular Form”, in this class the teacher used one supplementary material: the white board. The teacher used the material trying to achieve the objective of the class which was to introduce new grammatical structures related to singular nouns. This was not a good class and its details are explained in the following lines:

White board

The teacher introduced the new vocabulary writing it on the white board; some of those words were singular nouns as for example: house, car, cat, dog, etc. The visual supplementary material was neither pertinent nor appropriate because the teacher wrote the new vocabulary on the board and asked the students to repeat it after her; therefore, it resulted on a boring activity because most of the students did not like the way they were taught and they were not motivated to work in a good way. The objective of the lesson was not accomplished because the teacher did not teach the students about singular form of nouns.

The teacher did not use this material in a right way because she encouraged the students only to memorize the vocabulary; she did not provide students with opportunities to interact with the language in a communicative way. In the same way, she did not create the correct environment in the classroom in order to make the learning process enjoyable because any supplementary material was used to introduce the topic or to help students to retain information.

In the fifth observed class of the 5th grade, the topic was: “Plural Forms”; in this class, the teacher used the white board to achieve the objective of the class which was to introduce new grammatical structures related to the plural nouns. This material was use in the following way:

White board

The use of the white board was neither pertinent nor appropriate because the teacher only wrote the new vocabulary on the board and explained the correct way to form the plural; to do this, she wrote a list of singular and plural nouns as for example: car – cars, dog – dogs, girl-girls, etc. Most of the students maybe understood the use of the plural forms, but they did no show great interest on the class.

English teachers should be very creative and they have to avoid the use of the same material all the time; they have to prepare the materials carefully in order to have students motivated.

In the seventh observed class in the 5th grade, the topic was: "Singular and Plural"; in this class, the teacher used one supplementary material: the white board to achieve the objective of the class which was to introduce new grammatical structures related to singular and plural nouns. This material was used in the following way:

White board

The teacher introduced the new vocabulary writing it on the board. This visual supplementary material was neither pertinent nor appropriate because the teacher wrote a list of singular and plural nouns on the board and asked the students to repeat it after her; the list of words was similar to other one used in the fifth class. Most of the students did not pay attention to the teacher because they were not motivated; as a result, the objective of the lesson was not accomplished.

In this case, it is important to mention what is said about motivation: Gardner & Lambert (1972) said that there are integrative and instrumental motivation, saying that the first one refers to "language learning for personal growth and cultural enrichment," and the second "for language learning for more immediate or practical goal."; these authors also mention that these types of motivation are very important to learn a second language. From this definition of motivation, we can say that students in this class did not have an immediate goal to use the vocabulary they were taught. To avoid this, the teacher could use flashcards, posters, or a song to elicit from the students the difference between plural and singular forms.

In the eighth observed class occurred the same situation than in the seventh class. Here, the topic was "Nouns" and the objective was to review irregular plurals; the teacher used the white board as supplementary material.

White board

This material was used to explain formation of irregular plurals; the teacher wrote singular nouns and explained to the students the grammar rules. Then, she wrote sentences in which students had to underline the correct plural form; it was observed that students did not participate actively and they did not seem to be motivated. The class was boring and the teacher did not use the white board with creativity; she might have used word cards to call the students' attention about the grammar rules. In sum, the teacher used the board as supplementary material but this material was neither pertinent nor appropriate because the teacher only used it

to explain the class. The objective of the class was not reached and the student's did not like the class.

In the ninth class observed, the topic was "The family" and its objective was to introduce new vocabulary words about family members. In this class two supplementary materials were used: Posters and Songs. They were used in the following manner:

Posters

The teacher used a poster that was part of the course materials; it showed a family tree on which students could identify the different members of a family such as grandparents, parents, cousin, brother, sister, aunt, and uncle. Each word was represented on a box with black and big letters and above it was a colorful picture of a family member. The quality of the poster was good, it was big enough (54x86cm) and all students could see it; it was made of card and it had a variety of colors.

Using this kind of material was considered pertinent, because the students reacted in a good way, they paid attention to the new vocabulary shown in the posters, and they interacted with the teacher who was showing the material and asking questions using grammatical structures that already have been learned. The students were motivated and participated actively in the activity. The students' reaction about the used vocabulary was good, because the vocabulary and the grammar structures were according to their level; as a result, the material was appropriate and well designed. The use of this material helped the teacher to reach the objectives of the lessons, which were to introduce new vocabulary related to the family members.

In this class it was important to use this kind of visual material, because, "language learning comes about through using language communicatively, rather than through practicing language skills. Lightbown & Spada (1999) agree that among different kinds of learners there are those who learn through visual stimulus. The other material used in this class was:

Songs

The teacher used a song titled "We are family"; this song had an adequate rhythm and its language was clear and easy to follow by the students. The use of this material was pertinent and appropriate because students sang and enjoyed the song as they were practicing listening skills; the vocabulary of the song was appropriate to the students' level and well related to the topic of the lesson.

In the last observed class in the fifth grade, the topic was "Commands" and the objective was to teach new vocabulary words to follow instruction such as "stand

up”, “come here”, “close the door”, “sit”, etc.. In this class one supplementary material was used: posters and it was used in the following way:

Posters

The teacher used a poster that showed different types of commands such as “stand up”, “come here”, “close the door”, “sit”, etc. The poster was used to introduce the new vocabulary words. The teacher pointed out each of the pictures of the poster and asked the students to do the same action that it represented. The students were motivated with the activity because they had the opportunity to participate actively. While the teacher showed the posters, the students followed the instructions mentioned in the posters. This material was found pertinent and appropriate, because the students interacted physically while they practiced the commands. The students’ reaction about the used vocabulary was good, because the level of the vocabulary and the grammar structures were easy; therefore, the material was appropriate to students’ level. The quality of the material was good because it was part of the course materials; it was made of card and plastic coated, it contained colorful drawings and its size was adequate (54x88 cm) and all students in the classroom were able to see it.

Learning styles

The teacher in the fifth grade did not take into consideration students’ learning styles because she overused the white board in all ten observed classes. For this reason students were bored in most of those classes. It was also observed in that grade that students were more motivated when the teacher used songs. It is important that teachers use a variety of supplementary materials because in this way students could have different learning experiences and they would retain information easily as Davanellos (2010) suggested.

6th grade / 10 years old

The first class of the 6th grade was titled “Demonstratives”. In this class two supplementary materials were applied: the white board and or realia. These materials helped to achieve the lesson’s objectives which were to review the verb to-be and nouns, as well to introduce new nouns. The supplementary materials were used in these ways:

White board

The teacher introduced the subject using this visual aid. She wrote demonstratives “This/these” and “That/those” and showed different objects that she has brought to the class such as a book, a cup, lemons, grapes, an apple, and pencils. While she showed the objects she wrote on the board sentences using the

grammar structures and explained to the students how to use them. The white board was considered pertinent and appropriate, because the teacher wrote on the board the vocabulary and the grammar structures; students interacted in different ways, for example: asking questions or asking them the meaning of the words on the board. The material was pertinent to the objective of the lesson because the students used the models written on the white board to describe the objects showed by the teacher. The white board was appropriate to students' age and level because the students understood the vocabulary and the grammar structures. The white board was made of acrylic material and it was in good conditions.

Realia

In this class the teacher used real objects to introduce the use of demonstrative adjectives; the objects used were: a book, a cup, some lemons, grapes, an apple, and pencils. She showed the objects to the students and wrote sentences on the white board using demonstratives "this/these" and "that/those". The material was pertinent, because it was used at the same time that the demonstrative adjectives were taught. In this way the students could learn through the use of real objects. When the demonstration had been done, the students were asked to play with the objects, asking each other question like for example: Where is the cup? The vocabulary used in that class was appropriate to the student's level, and the objects were real.

When teachers make use of real objects, they are giving the student's the opportunity to use the language in real situations which will help them to improve the speaking skills.

In the second observed class of the 6th grade, the subject was "Articles". In this class two supplementary materials were applied, the white board and posters. These materials helped the teacher to achieve the lesson's objectives which were to review plural and singular nouns, as well as to introduce the use of the articles. The supplementary materials were used in this way:

White board

The teacher introduced the subject using this visual aid. It was considered non-pertinent, because the teacher wrote exercises on the board to teach students the use of articles in the English language. She wrote some sentences as for example: "The boys study for the test", "A man fell from a tree". Using those types of sentences the teacher explained the use of the grammar structure and the students just listened to the teacher in order to learn. Some of the students did not pay attention to the teacher because she was busy writing on the board. Nevertheless,

the material was appropriate, because the students could understand the vocabulary and the grammar structures.

Posters

After the teacher used the white board to explain article usage she displayed a poster made by herself. She had cut pictures from magazines and pasted them on a piece of card. She used this poster to introduce new words and to encourage students to create sentences using the images on the poster. It was a funny activity because the teacher had created a collage combining different pictures with the purpose that students make crazy sentences; for example, one student said: "An elephant won a skateboard race" because the teacher had pasted a picture of an elephant using a skateboard. The students liked the activity because they had the opportunity to interact and to use their imagination. This material was considered pertinent and appropriate because it motivated students to participate actively. The students understood the vocabulary and the grammar structures because they were according to their level, so, the material was appropriate and well designed.

In the third observed class of the 6th grade, the topic was "There is" and the objective of the lesson was to use the grammar structure to practice speaking skills. For this class the teacher used pictures.

Pictures

The use of this material in the class was not pertinent because they were used to introduce new vocabulary as the name of animals and the grammar structure "there is". The teacher began the class by showing pictures of animals to the students and saying "There is a.....on the street". The students could understand the vocabulary, but they were not able to use new words to create sentences because of their English level. This material was appropriate to the topic and it helped students to learn the meaning of the words. But the way the teacher used the pictures was not appropriate and students could not use the grammar structures according to the objective of the class. The pictures had a good quality; they were colorful and of a good size (34x42cm).

The students felt frustrated because they could not produce the type of sentences asked by their teacher; as a result, they were bored. Teachers who employ visual materials have to be aware of the way they use the material; pictures do not only catch the attention from the students, they also improve learners' comprehension and retention of contents when they are used appropriately.

In the fourth observed class of the 6th grade, the topic was "There are". For this class the teacher used pictures again. The objective of this lesson was to

introduce some new plural nouns and the grammar structure “there are”. This material was employed in the following way:

Pictures

The use of this material in the class was not pertinent because they were used to introduce new vocabulary as the name of objects and the grammar structure “there are”. The teacher began the class by showing pictures of different groups of objects such as books, cds, mobile phones, shoes, etc. The instructions were just aimed at the students repeat the names of the objects; students could understand the vocabulary, but at the time were asked to use it they could not do it very well, because the teacher did not give examples of sentences to the students. This material was appropriate to the topic and to the student’s comprehension because they could identify the objects in the pictures. The pictures had a good quality; they were colorful and of a good size (40x35cm), they were cut from magazines and pasted on pieces of cards.

This class was also considered boring for the students because the teacher did not use the material in the correct way; she asked students to give complex sentences about the objects on the pictures. The teacher should have considered that supplementary materials are aids that make the classes more interesting to the learners but materials need to be correctly used.

In the fifth observed class of the 6th grade, the topic was “Prepositions”. For this class the teacher used the white board. The objective of this lesson was to introduce some new prepositions and review grammar structures as the verb to-be. This material was employed in the following way:

White board

The teacher used this visual aid to introduce the topic; she wrote on the white board vocabulary words and the title of the topic. The teacher explained the use of preposition using the Spanish language and after that she asked the students to write sentences on the board using the grammar structure. This material was not pertinent to the topic of the class because the teacher only used it to explain the class and to write sentences; students had only to write sentences imitating the model provided by the teacher. In the same way, the material was not pertinent to the content because prepositions need to be taught in a visual way to have a better approach of their meaning; it was observed that students could hardly create their own sentences because they did not comprehend explanation given by their teacher. On the other hand, the material was appropriate because the students could understand the vocabulary which was written on the board.

The students were bored because they did not like the supplementary material used in this class; they would prefer materials such as songs or videos because they consider them more interesting.

In the sixth observed class of the 6th grade, the topic was “Affirmative and Negative Forms”. For this class the teacher used a visual aid as the white board. The objective of this lesson was to introduce the negative form “there is / are” and to review grammar structures as “there is / are” to describe animals in the forest. This material was applied in the following way:

White board

The teacher introduced the topic by writing vocabulary such as “wolf”, “bear”, “reindeer”, “squirrel”, etc.; she also wrote the topic of the lesson on the white board. Then, she explained the structure of negative forms using “there is/there are”. She wrote some sentences as for example: “There is not a wolf in the house”. After this she asked the students to write some sentences using the new words and the grammar structure. The material was not pertinent to the content because students only repeated the model given by the teacher and they did not show any motivation in learning of the new structures. Nevertheless, this supplementary material was considered appropriate, because the vocabulary written on the board was understood by the students.

The students were bored because they did not like the supplementary material used in this class. The teacher should have used a poster, a video, or online resources to motivate students to learn the vocabulary words and after that they would have wrote sentences about what they could see. Teachers have to be aware that teaching techniques have changed; nowadays, there are a lot of materials available on the internet that would help them to have classes and the students might have fun while learning the English language.

In the seventh observed class of the 6th grade, the topic was “Questions and Answers”. The objective of this lesson was to introduce questions using “is there? / are there?” ,to review the grammar structures “there is / are”, and to review vocabulary related to animals from the forest and fruits. In this class the teacher use the white boar as supplementary material. It was applied in the following way:

White board

The teacher introduced the topic by writing the vocabulary words used in the last class such as “wolf”, “bear”, “reindeer”, “squirrel”, etc.; she wrote also the topic of the lesson on the white board and explained to the students how to make questions using the structure “there is/there are”. She wrote some sentences as for

example: “There is a wolf near the pond”, and after that she transformed the affirmative sentence into question form: “Is there a wolf near the pond?”. Then, teacher wrote more sentences and asked the students to do the same. The material was not pertinent to the content because students only repeated the model given by the teacher and they did not show any motivation in learning the new structures. Nevertheless, this supplementary material was considered appropriate, because the vocabulary written on it could be understood by the students.

The students did not like the supplementary material used in this class because it was not used to motivate them to participate actively. In general, the use of the white board in most of the lessons is not good source of motivation for the students to learn the new language because teachers did not use this material in a creative way. About the use of supplementary materials, Davanellos (2010) confirms that they provide a different perspective or they help learners to connect with a different sense or intelligence; therefore, the teacher should have used the white board along with other type of materials such as posters, songs or a video. Also, it is recommendable that teachers use more communicative approaches because a language has to be used in real situations.

In the eighth observed class of the 6th grade, the topic was “Machines at Work”. The objective of this lesson was to introduce some new vocabulary words related to machines and to review the verb “to be”. For this class the teacher used pictures and they were applied in the following way:

Pictures

The teacher used pictures to introduce new vocabulary words related to machines and gadgets that help people to do their work such as: computer, scissors, hammer, shovel, etc. The teacher began the class by showing the pictures and students were asked to repeat the names of the objects; the pictures did not have labels and the students did not learn the correct spelling of the objects. The students understood the vocabulary but, at the time they were asked write to it, they were not able to do it and the teacher had to spell each word. This material was pertinent to the topic and to the content of the class because it helped learners to learn the new vocabulary words although students could not learn the spelling. This material was appropriate to the topic and in accordance with the student’s comprehension because they were able to identify the objects in the pictures. The quality of the pictures was not good because they were incomplete, some of them were too small for the purpose (25x17cm), and they were black and white and some of the pictures had a bad print quality.

This class was also considered boring by the students because the teacher did not use the supplementary materials correctly; she should have written the vocabulary words on the board or included them on the pictures. This kind of supplementary material has to be very colorful and well design in order to catch student's attention.

In the ninth observed class of the 6th grade, the subject was "Questions and Short Answers". The objective of this lesson was to introduce questions and short answers using the past tense of the verb "to be". For this class the teacher used the white board and it was applied in the following way:

White board

The teacher introduced the topic by using the white board to write the topic of the class, the vocabulary words, and to explain the grammar structures; she wrote some questions as for example: "Was he playing football?" After that, she wrote the answer: "Yes, he was/No, he wasn't". Once the students copied the sentences, the teacher asked them to write their own examples on the board. The use of this material was not pertinent because the teacher used the white board all the time to write questions using the past tense of the verb "to be". The students did not show any motivation in learning new structures therefore they did not participate actively. But this supplementary material was considered appropriate because the vocabulary written on the white board was understood by the students.

The students did not like the supplementary material used in this class because they considered the use of the white board boring and repetitive. Teachers have to know that there are different kinds of learners; for this reason, they have to use different aids to teach, not just the white board.

In the last observed class of the 6th grade, the subject was "Health and Life". The objective of this lesson was to introduce the present progressive and review the present of the verb "to be". For this class the teacher used the white board and dialogues. These materials were applied in the following way:

White board

The teacher introduced the topic by using the white board; she wrote some words such as "swimming", "walking", "fresh food", "vitamins", "happiness", etc. and students had to brainstorm the topic of the class. After the students had guessed the topic of the class, the teacher asked the students: "What do you need to be healthy?" They brainstormed some sentences and the teacher encouraged them to write them on the board. After this activity, the teacher wrote a list of verbs on pieces of paper and a student had to pick up one to mimic it. Then, all the other learners

tried to guess the action that the student was imitating. In this way, the use of the white board was considered pertinent because the students were asked to interact and they were able to use the new vocabulary. The objective of the lesson was reached and the students were motivated to interact first with the teacher and then with the classmates. The supplementary material was considered appropriate, because the vocabulary written on the board could be understood by the students. The students liked the supplementary material used in this class and they considered it interesting.

Dialogues

A dialogue titled "Tips to be healthy" was played in the second part of the class; students listened to it for a general idea. After this, the teacher played it again and while students were listening to it they had to complete sentences in their textbooks using the present progressive. This material was pertinent and appropriate because the students were asked to take notes of the most important actions in the dialogue, then they were asked to answer some questions. Students had the opportunity to practice the language, first by listening to native speakers and then by answering the questions. This material was appropriate because the students understood the vocabulary.

Dialogues are pedagogical aids, which give the opportunity to the students to improve their listening skill as they listen to native people speaking.

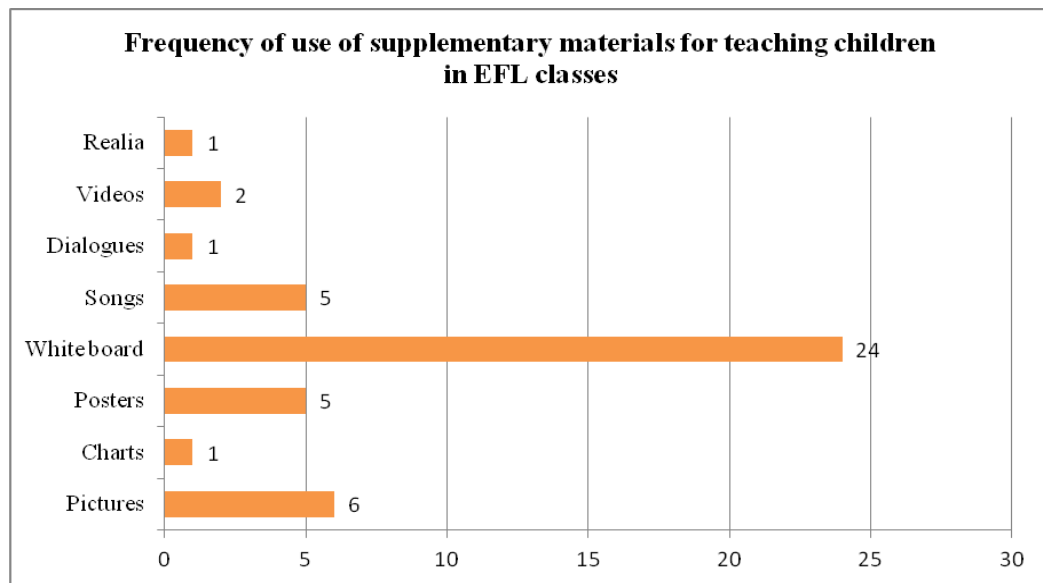
Learning styles

In the sixth grade, the teacher also tried to use a variety of supplementary materials but it was observed that there were some fails when he used them; this teacher also focused on the use of visual resources and he also over used the white board. In consequence, materials were not used according to the different students' learning styles.

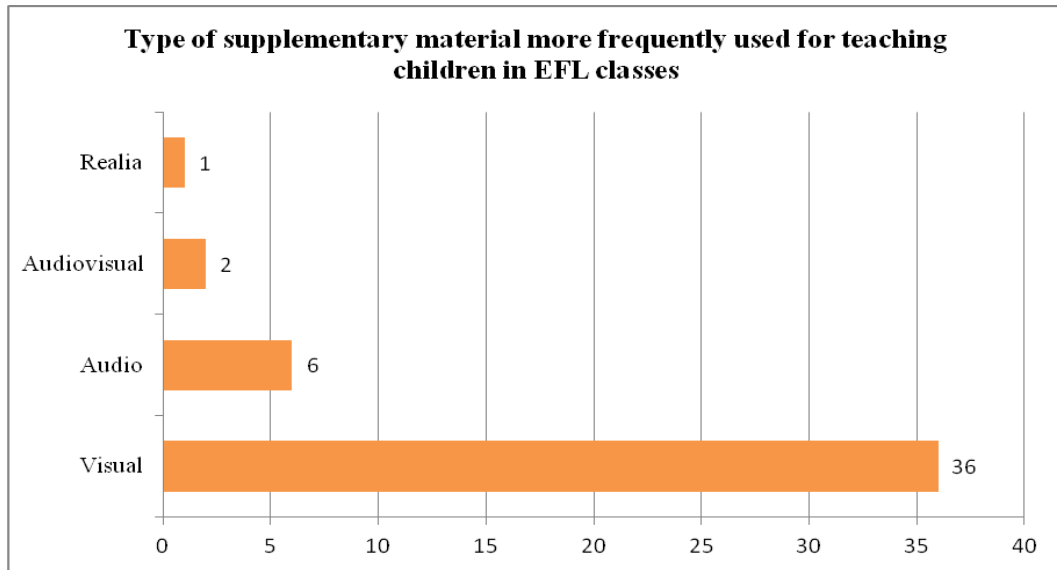
The analysis of the ten classes in every grade has shown that most of the supplementary materials had been used without taking in consideration that there were different kinds of learners. Most of the teachers prefer to use the white board but it was observed that children were bored of the excessive use of this supplementary material. When songs and videos were used, learners liked the class. To conclude, it is important to mention that teachers should use supplementary materials with creativity and try to take into consideration all students' learning styles.

Quantitative analysis

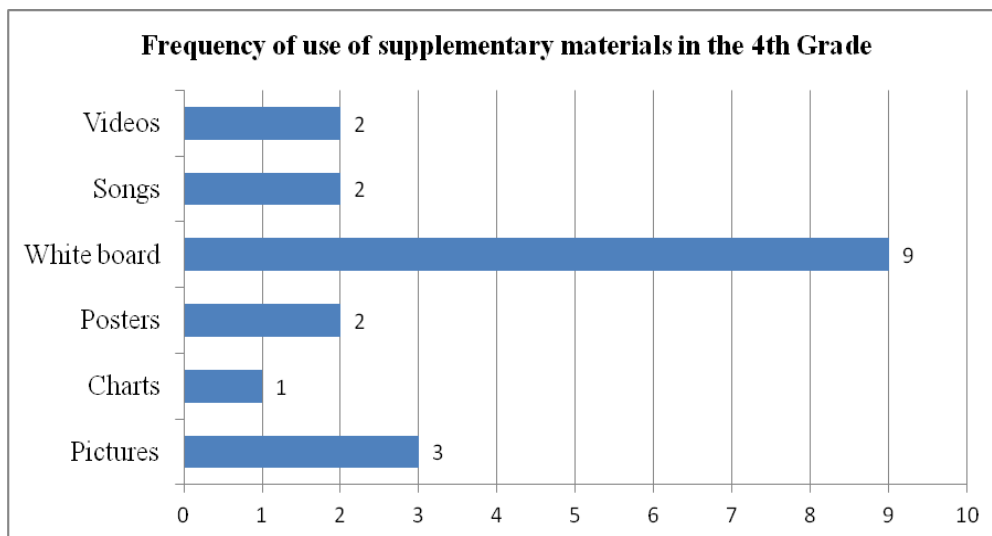
After observing ten classes it was found that the following supplementary materials were used: pictures, charts, posters, white boards, songs, and videos. The frequency of visual materials used in the observed classes is: pictures were used 6 times that corresponds to 13.33%; charts were used 1 time that represents 2.22%; posters were used 5 times that corresponds to 11.11%; white board was used 24 times that represents 53.54%. Audio materials were used according to these frequencies: songs were used 5 times that corresponds to 11.11%; dialogues were used 1 time that represents 2.22%. Next types of materials used were audiovisuals. They represent the following frequencies: videos were used 2 times that corresponds to 4.45%, realia was used 1 time that represents 2.22%. These frequencies show that the white board was the most used material in all ten observed classes; for a better approach this values can be observed in the following chart:



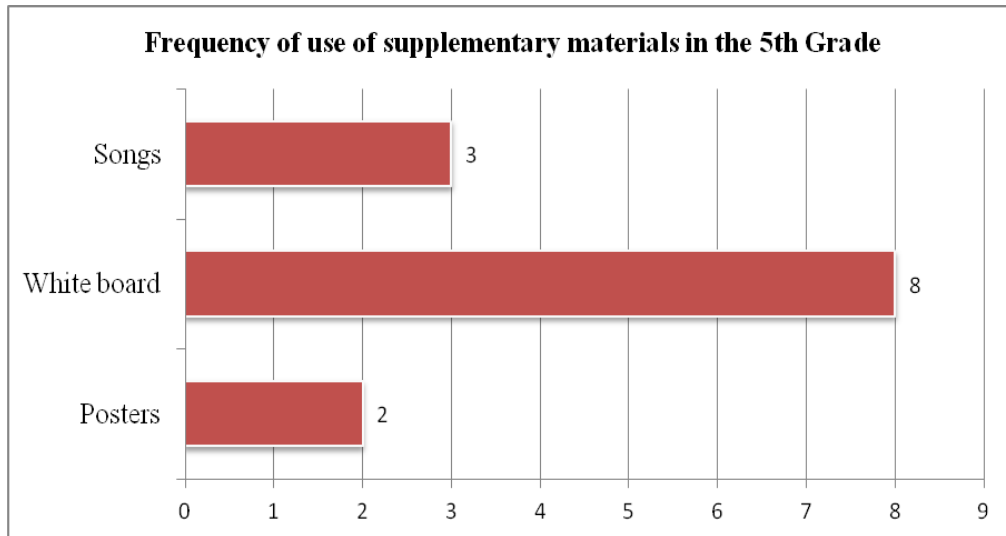
In the chart below it can be observed the frequency of use of each type of supplementary material. Visual supplementary materials were the most used by the teachers in the ten observed classes; they were used 36 times that represents 80.20%. Audio materials were used 6 times that corresponds to 13.33%. Audiovisual materials were used 2 times that represents 4.45%, and realia was used 1 time that corresponds to 2.2%.



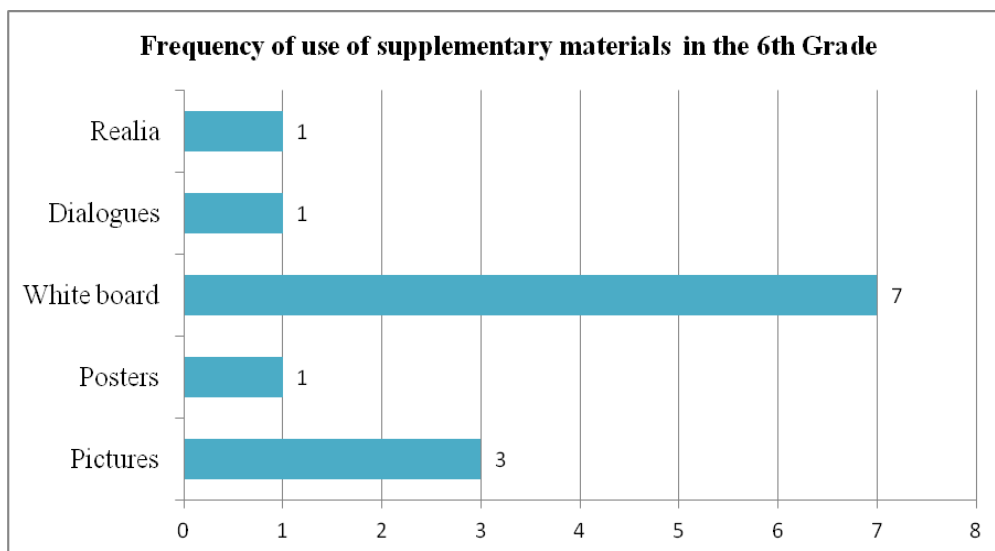
Next chart shows the frequency of use of supplementary materials in the 4th grade. In this grade the most used material was the white board; it was used 9 times. Pictures were used 3 times; posters, songs, and videos were used 2 times each material. The last type of material used in this grade was charts that were used 1 time.



The following chart shows the frequency of use of supplementary materials in the 5th grade. In this grade, the white board was the most used material with a frequency of 8 times; dialogues were used 3 times, and posters were used 2 times.



The last chart below shows the frequency of use of supplementary materials in the 6th grade. In this grade, the white board was used 7 times, pictures were used 3 times; posters, dialogues, and realia were used 1 time each material.



Conclusions

- The analysis of the frequency of use of supplementary materials demonstrates that the most used materials for teaching children in EFL classes were: Visual materials, audio materials, audiovisual materials, and realia. Among these materials the frequency of use of visual aids was 36 (80.20%).
- The visual materials most frequently used were: pictures, charts, posters, and the white board. Teachers used them because this type of material helps learners to visualize complex meaning of words and grammar structures.
- This research demonstrates that the most used supplementary material in the observed classes was white board. This kind of material was used by the English teachers from Quero 24 times that represent 53.54%. Teachers used this type of material because it helps them to explain grammar structures, to present new vocabulary words, to present the topic of the class; this type of material also helps students to practice the use of vocabulary words.
- This research proves that young people like to learn English using songs. The use of songs in the observed classes corresponds to 11.11% and the interviewed students said that they loved the classes when songs had been used because they felt motivated and learned better.
- The teacher in the 4th grade used supplementary materials more frequently than the other teachers because those resources motivate students to learn better. It is concluded that the use of supplementary materials motivates students. It has been demonstrated in this research that learners of the second language are motivated to learn new vocabulary when they interact in the target language, or they use their senses as when they watch a movie or interact with each other through games.

Recommendations

- It is recommended to use different types of supplementary materials in the English classrooms, because they help the students in the learning process and they would find the classes very enjoyable.
- It is advisable that teachers use the white board in a more creative way because students get bored when they just watch the teacher writing on the board. Most of the students enjoy dynamic classes therefore the white board should be used interactively along with other types of supplementary materials such as flashcards, posters, pictures, etc.
- It is strongly recommended that teachers use songs in the English classrooms because students like this type of material; they can learn a lot of vocabulary just singing and having fun at the same time.
- Teachers should consider size of pictures as an important factor when they use this type of material; the resources have to be big enough so all students can see it clearly.
- Teachers should take into consideration that some students are more visually or kinesthetically oriented therefore they need to be taught using interactive supplementary materials such as multimedia and other computer oriented materials.
- It is well known that lack of resources sometimes hinder the teaching process. But teachers may expand their teaching outside of the classroom by encouraging students to use Internet and online resources to improve knowledge of the topics reviewed in class.

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ANNEXES

Qualitative tabulation

Chart one: Type of supplementary material used for teaching children

Variable	Indicators	Yes	No
Visual	Flash cards		
	Power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White/black boards		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		

Author:

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

Chart two: Pertinence and appropriateness of the supplementary material used to teaching children

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.
Visual	Flash cards																				
	Power point presentations																				
	Maps																				
	Pictures																				
	Charts																				
	Handouts																				
	Posters																				
	Word cards																				
	White board																				
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	Websites																				

Author:

Source: 4th grade (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	
		Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.
Visual	Flash cards																				
	Power point presentations																				
	Maps																				
	Pictures																				
	Charts																				
	Handouts																				
	Posters																				
	Word cards																				
	White board																				
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	Websites																				

Author:

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

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.
Visual	Flash cards																				
	Power point presentations																				
	Maps																				
	Pictures																				
	Charts																				
	Handouts																				
	Posters																				
	Word cards																				
	White board																				
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	Websites																				

Author:

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

Quantitative tabulation

Chart five: Frequency of use of supplementary material

Variable	Indicators	4 th grade	5 th grade	6 th grade	Total	Percentage
		f	f	f	f	%
Visual	Flash cards					
	Power point presentations					
	Maps					
	Pictures					
	Charts					
	Handouts					
	Posters					
	Word cards					
Audio	White/black boards					
	Songs					
	Dialogues					
	Stories					
Audiovisual	Tales					
	Videos					
	Movies					
Realia	Documentaries					
	Objects (toys, plants, fruits)					
Online	Websites					
TOTAL						

Author:

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

OBSERVATION SHEET

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

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

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

Visual	Flash cards	
	Power point presentations	
	Maps	
	Pictures	
	Charts	
	Handouts	
	Posters	
	Word cards	
	White/black boards	
Audio	Songs	
	Dialogues	
	Stories	
	Tales	
Audiovisual	Videos	
	Movies	
	Documentaries	
Realia	Objects (toys, plants, fruits)	
Online	Websites	

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

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

Yes ____ No ____ Why?

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

Yes ____ No ____ Why?

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

Yes ____ No ____ Why?

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

Yes ____ No ____ Why?

Was it elaborated and applied with creativity and originality?

Yes ____ No ____ Why?

Were students motivated with the presented material?

Yes ____ No ____ Why?

How do you consider the quality of the used material?

TEACHER'S SURVEY

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

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

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

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

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

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

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

Why?

STUDENTS' SURVEY

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

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clase de inglés?					
¿Te ayudo 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 la clase?					
VISUALES <ul style="list-style-type: none"> • Flash cards () • Diapositivas () • Mapas () • Gráficos o fotos () • Tablas u organizadores gráficos () • Hojas con actividades () • Posters () • Tarjetas con palabras () • Pizarrón blanco o negro () 		AUDIO <ul style="list-style-type: none"> • Canciones () • Diálogos () • Historias () • Cuentos () AUDIOVISUALES <ul style="list-style-type: none"> • Videos () • Películas () • documentales () 		OBJETOS REALES <ul style="list-style-type: none"> • objetos: juguetes, plantas, frutas, etc. () ONLINE <ul style="list-style-type: none"> • Websites () 	
¿Qué materiales adicionales te gustaría que el profesor utilice en clases?					

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