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SELECTING MATERIALS IN ELEMENTARY EFL CLASSROOM

Diplomski rad

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Zagreb, 2016.

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Abstract

The aim of this thesis was to examine which materials are used the most and the least in Croatian public elementary EFL classrooms and also whether there is any difference in selecting materials between teachers working in cities and towns or villages in Croatia. In order to answer the main research questions, a study was conducted on teachers of English as a foreign language (EFL), both from cities and towns or villages. Teachers filled in a questionnaire on selecting materials in the elementary EFL classroom. The questionnaire consisted of seven sets of questions which represented one specific type of materials used by elementary EFL teachers. The results were statistically analyzed and discussed in the thesis. While results show no statistically significant differences in the selection and management of materials between teachers working in cities and towns or villages in Croatia, technology is more often used among participants working in cities. With regard to the entire sample, the results show that teachers mostly rely on coursebooks as resources of various types of materials, while supplementary and authentic materials are used less often. The primary conclusion from this study is that teachers do not have enough time nor available resources to use a great variety of supplementary materials, as well as to create their own authentic materials. Coursebooks are the main type of resource for various types of materials and activities among teachers in elementary EFL classrooms of Croatia.

Key words: materials, English as a foreign language (EFL), teachers

1. Introduction

The selection of teaching materials is one of the most important aspects of teaching and learning English as a foreign language (EFL). When deciding which materials to use, teachers define the nature and course of language learning. It is also important for materials to be available in as many formats as possible and to respond to the needs of different teachers, both from cities and towns or villages. This fact raises the question of how teachers working in different areas select and manage materials for their classes. Our main hypothesis is that teachers working in more secluded towns or villages have fewer resources and materials available than teachers working in cities. Another interesting point to consider is whether

teachers generally use a great variety of teaching materials, especially in primary EFL classrooms. Coursebooks are still the main teaching and learning aids in schools across the world, while supplementary and authentic materials are used less often because of their limited availability and the lack of teachers' time for adapting and preparing them for classes. So far, there is not enough research connected with the selection and usage of materials inside the classroom. Most studies so far have been conducted with teachers of EFL to determine how they use their coursebooks, but there is need to conduct studies in the future that would look into additional types of materials used in EFL classrooms.

The aim of this thesis was to examine and record the selection and management of teaching materials in public elementary EFL classrooms in Croatia. Another important aim was to discover whether there is any difference in the selection of materials between teachers working in cities and towns or villages in Croatia. For this purpose, data from 100 elementary EFL teachers were collected. We investigated possible differences between teachers working in cities and towns or villages in Croatia. Afterwards, we examined the entire sample to find out which types of materials and resources are used the most and the least often in public elementary EFL classrooms. The findings are presented in the sections that follow.

2. The role of materials in teaching English as a foreign language (TEFL)

Hutchinson (in Sheldon, 1987) argues that materials “are not simply the everyday tools of the language teacher”, but that “they are an embodiment of the aims, values and methods of the particular teaching/learning situation.” (p. 37) He states that the selection of materials is one of the most important decisions a teacher has to make because selected language teaching materials define the nature and course of language learning.

Allwright (1981) describes materials as an essential part of the management of language learning. According to his views, teaching materials “should be related to the conception of the whole of language teaching and learning as the cooperative management of language learning” (p. 16). He describes the roles of teaching materials through two different views: “deficiency” and “difference”. The “deficiency” view argues that “bad” teachers need published materials to hide their lack of competence, i.e. not to reveal their deficiencies. On the other hand, the “difference” view argues that published materials carry decisions made by someone other than the classroom teacher in order to provide more variety. However, even

though materials are a very important part of the teaching and learning process, Allwright suggests that they can represent its aims and methodology, but they do not take part in the management process (p. 9). It is therefore stated that teachers still have the most important role in teaching English as a foreign language (TEFL).

Garton, Copland and Burns (2011) argue that a greater variety of materials for teaching EFL is needed (p. 17). They also suggest that materials development and their use should become a key area of research and development. They claim that it is essential for materials to be available in as many formats as possible in order to respond to conditions of various areas, both urban and rural. Possible formats include paper-based, CD-ROM, Internet, and local media (p 17). Their greatest concerns are teachers from “poor” areas whose government and schools cannot afford various teaching materials. They also argue that the range of used materials varies greatly, depending on the country or specific area that EFL teachers and learners come from.

There is a great variety of published English language teaching (ELT) materials across the world and teachers, as well as learners, are able to choose the ones they find the most suitable for their needs. Unpublished materials are less used because of the fact that they are difficult to make and take up a lot of teachers’ time. Zombory-Moldovan (in Sheldon, 1987) claims the production of own materials is actually a very unrealistic aspiration. Published and unpublished materials are connected in the sense that teacher-produced materials are often the basis for creating the new generation of coursebooks (Sheldon, 1987).

However, it is considered that learners still prefer coursebooks as their primary learning aid, rather than various handouts, photocopies or authentic materials. Sheldon (1987) argues that many learners see unpublished materials as a proof of teachers’ disorganization and a lack of firm course direction. The main focus of this study is to look into types of materials, both published and unpublished, that teachers use in elementary schools across Croatia in teaching English as a foreign language (TEFL).

3. Selecting materials

There is a great variety of English language teaching materials on the market today from which teachers can choose and which cover different aspects of language learning.

General courses include various types and volumes of coursebooks and their supporting materials. There are also “specialized books”, which are focused on one aspect of the language, such as speaking or vocabulary. Books that contain collections of stories, games, songs, etc. also have a great role in elementary EFL classrooms. They consist of various authentic materials which are popular among teaching experts. Teacher’s handbooks complement other published materials in such a way that they help teachers develop additional ideas and lesson plans useful for learners (Brewster, Ellis and Girard, 2002). Another very important part of teaching EFL in elementary schools are teacher-produced materials, which raise a lot of discussion and issues and important questions about them will be presented later in this study.

3.1. Selecting a coursebook

Coursebook is the main teaching and learning aid in schools across the world. According to Sheldon (1987), a coursebook can be defined as a “published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability” (p.1). Brewster, Ellis and Girard (2002) suggest that it identifies what should be taught or learned and in which order. It can present the general methodology and the aim of language learning. It also provides most of the materials needed and, therefore, reduces the teachers’ workload (p. 152).

Teachers decide which coursebook to use according to the aims of their teaching programme and ministry documents that provide guidelines. Some teachers use only one coursebook and its supporting materials throughout the school year, while some use materials from several resources, adapting them when necessary and supplementing them with their original materials, produced at home. It is widely accepted that coursebooks are designed to respond to the needs of the general, global market and, as such, have to be adapted to each individual class (Brewster, Ellis, Girard, 2002). Coursebooks can be adapted in various ways, by extending, adding, deleting, modifying, simplifying or reordering materials and lessons presented, as McDonough and Shaw describe (2003, as cited in Tomlinson, 2012, p.151).

Teachers often have different coursebooks from which to choose and, accordingly, need to take various aspects into consideration. Brewster, Ellis and Girard (2002) argue that the most helpful assets in choosing a coursebook for teachers are publishers’ catalogues and

the information on the back of a book. Other useful parts to look at are content charts and blurbs (p. 153). However, coursebooks need to be thoroughly examined and compared against each other, but also adapted to the class and supplemented with other materials, published or self-produced. Sheldon (1987) argues that published materials have certain deficiencies, need to be used with caution, and often be supplemented by own-produced materials (p. 2).

3.2. Selecting supplementary materials

Although coursebooks provide the majority of materials, most teachers use supplementary materials for various reasons. Most coursebooks have to be adapted to each individual class and a variety needs to be present in modern English language teaching. Brewster, Ellis and Girard (2002) enumerate a number of supplementary materials: graded readers, authentic storybooks, songs, rhymes and chants, games, posters, flashcards and various technological resources, such as CDs, the Internet and CALL programmes. They invite teachers to ask themselves how these materials relate to the language presented in the coursebook, the type of supplementary language and practice they will provide and how they raise learners' motivation (p.156).

A very important issue that most teachers deal with is producing own materials. It can be time-consuming and depends on how much time teachers have available to produce original materials, their resources, and the needs of learners and a particular class in general. However, original materials are necessary because coursebooks sometimes do not provide enough practice, or, in some instances, are not the most interesting or appropriate for a particular class (Brewster, Ellis, Girard, 2002, p. 156). Some of the most popular own-produced materials are worksheets and flashcards

3.3. Selecting songs, rhymes and chants

Songs, rhymes and chants are a very important part of language learning for young learners. Children like their rhythm and repetitive nature, which makes them an ideal learning activity for pronunciation, intonation and the improvement of stress and rhythm. They are included in most language learning programmes and each teacher chooses their favourites according to the needs of a particular class as well as their own preferences. Songs, rhymes

and chants are resources for various aspects of young learners' development: linguistic, psychological, cognitive, cultural and social (Brewster, Ellis, Girard, 2002, p. 162-163).

There are various types of songs, rhymes and chants to choose from which can be used with a variety of age groups at different stages in their language learning, can act as a starting point for different activities, can integrate with cross-curricular work and can complement and supplement other resources (Brewster, Ellis, Girard, 2002, p.163). Opie and Opie (1967) suggest that there are two types of rhymes: the ones used for the management of games (dips and skipping rhymes), and those that merely provide variety in language learning process (jingles, slogans, nonsense verse, tongue twisters, scary rhymes, jokes and riddles). Authentic chants and songs, as well as popular songs are often included in elementary EFL classrooms.

3.4. Selecting games

Young learners enjoy playing games, which represent a connection between home and school. Martin (1995, as cited in Brewster, Ellis, Girard, 2002, p. 172) states that a game is “any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way”. Games are fun and motivating, but also provide practice of grammar, vocabulary, pronunciation and all four language skills. They are usually an essential part of published ELT materials, but teachers also use authentic resources.

Brewster, Ellis and Girard (2002, pp. 174-180) propose various classifications of games. Games can be simple, in the sense that they require little preparation, or may be complex and require a lot of time to prepare and various props to handle. Games can also be competitive and cooperative, depending on the social aspect and the nature of the class. There is a similar classification of games into calming and active types. Another two main types are “accuracy-focused” and “fluency-focused” games. The first type aims to use chunks of language which are repeated and memorized in order to develop accuracy. The second type is focused mainly on communication. Furthermore, there are various types of games which help in practicing different aspects of language learning: listening, spelling and reading games, picture dictation, miming, guessing, matching and draw-and-arrange games. Various props can also be used in playing games, such as a dice, a board, papers, objects, photos, flashcards, etc.

3.5. Selecting storybooks

Using storybooks in elementary EFL classroom is an important part of the language learning process. Brewster, Ellis and Girard (2002) argue that “carefully selected storybooks can be interpreted on many different levels based on the child’s age, conceptual and emotional development and all round experience, and can be exploited in many different ways” (p.188). However, using storybooks in the classroom successfully requires careful planning and preparation, which is usually spread over a number of lessons and presents a short syllabus in its own right.

Brewster, Ellis and Girard (2002) state that many storybooks used in the elementary EFL classroom are graded readers, with collections of adapted versions of popular fairy tales, fables, nursery rhymes and other short stories. However, in recent years, teachers have begun using authentic storybooks, which offer “real” language and rich vocabulary. Problems arise when teachers actually have to select suitable storybooks, because they have to be easily accessible, useful and relevant for young learners.

Some stories are available in recorded versions, as well. These are very useful because learners are able to hear someone else speaking in L2 other than their teacher. The voice also provides a pattern for pronunciation, stress, rhythm and intonation, but is also often accompanied by special sound effects which develop a special atmosphere. This helps learners to concentrate on the story and to better understand its meaning (Brewster, Ellis, Girard, 2002, p. 196).

3.6. Use of technology

Nowadays, technology is an important part of everyone’s life, which also includes TEFL. Brewster, Ellis and Girard (2002) suggest that, when using technology, teachers have to think of the best way to integrate it with their overall syllabus and programme. They argue that technology can contribute to the global development of learners and goes along with the psychological, linguistic, cognitive, social and cultural objectives of most language teaching programmes (p. 203).

There are various types of videos available for TEFL. The most commonly used videos are ones made specifically for the ELT classroom, which are usually accompanied by coursebooks, activity books or teacher's handbooks. There are also different authentic videos such as animated stories, TV children's programmes, documentaries and self-made videos (Brewster, Ellis, Girard, 2002, p. 203-205).

There are many technological resources that can be used in TEFL and that include using computers and the Internet. However, this poses a problem if schools do not have enough computers available to be used inside the classroom. Where possible, Computer Assisted Language Learning (CALL) can complement and reinforce classroom-based learning. Some CALL options are word processing packages, CD-ROMs, which can accompany coursebooks or dictionaries, and authoring programs through which teachers are able to create their own exercises (Brewster, Ellis, Girard, 2002, p. 207-210).

4. Previous research

The focus of this study was on selection and management of materials in elementary EFL classroom in Croatia. Before the results of the study are presented, a brief overview of previous research studies on using and selecting materials will be given. There were no studies directly relevant to this particular case study found, but those closely connected to our aim will be outlined.

As proposed by Tomlinson (2012), there is not enough research concerned with the usage and the exploitation of materials, i.e. with what teachers and learners do with selected materials. He describes various studies connected with materials exploitation, especially the exploitation of coursebooks. In their study, Richards and Mahoney (1996, as cited in McGrath, 2013) used a questionnaire and the observation technique to discover how teachers in Hong Kong use their coursebooks. They found that none of the teachers included in the study taught only from the coursebook, but they used additional materials to provide variety during their lessons. The teachers reported developing various introductory activities, choosing and omitting different units from the coursebook and giving additional grammar and vocabulary exercises to their students if necessary. All teachers reported using a coursebook as a resource rather than a script. In another, slightly different research on coursebooks, Gray (2000, as cited in Garton and Graves, 2014) investigated the cultural aspects of coursebooks.

The teachers who were interviewed for the purpose of the study reported that the cultural setting in which the materials are used dictated the success of selected materials. It was found that some teachers adapted or censored particular cultural content in ELT reading materials, because they felt uncomfortable presenting it to their students. Another study by Gray (2010) reports that some of the 22 teachers interviewed in Barcelona omitted materials that presented cultural stereotypes because they did not want their learners to think they shared those attitudes. Gray (2010) also reports how inexperienced teachers did not feel they had enough confidence to use other materials other than the coursebook. Lee and Bathmaker (2007) explored teachers' beliefs and practice of using coursebooks in Singapore secondary schools. The results of the study revealed that teachers used coursebooks in accordance to ministry and classroom guidelines. In particular, teachers answered to the demands of English examinations, as well as their learners' cognitive weaknesses and behavioural problems, which means they adapted coursebooks and other materials to their classes.

According to Tomlinson (2012) there have been a lot of studies of teacher attitudes towards their coursebooks. In her case study on four teachers of EFL, Tsui (2003) discovered that less experienced teachers rely mostly on their coursebook, while more experienced teachers use different materials and resources, in addition to the coursebook. Pelly and Allison (2000) found that 79% of teachers reported that their teaching and material usage was largely determined by tests. They interviewed four teachers who said they taught only those parts of the coursebook which were expected to appear in the test. There has been a lively debate about whether or not the coursebook is the best resource for all materials needed in TEFL. However, a British Council survey (2008) revealed that 65% of teachers used a coursebook always or frequently, while only 6% reported they never did. Tomlinson (2010) presents a similar survey which showed that 92 % of respondents used a coursebook all the time, but 78% were negative about the ones available to them.

In a plenary paper, Chapelle (2008) states that very little research has been published on the evaluation, development and usage of materials. He argues that there is much theoretical work, but not much empirical investigation on the matter. Tomlinson (2012) argues that the reason for this is the need for a longitudinal research study involving great investments of time and money and a careful control of variables, which is very difficult to achieve in classroom research.

McGrath (2002) suggests developing special research procedures that would show what teachers actually do with their materials. Masuhara (2011, as cited in Tomlinson, 2012) argues that the usage of materials should be recorded in order to discover which materials are actually selected and used by teachers in their classrooms. The aim of this study was to record the selection and usage of teaching materials in public primary EFL classrooms in Croatia. Another important aim was to discover whether there is any difference in selecting materials between primary schools in urban and rural areas of Croatia. The results will be presented in the sections that follow.

5. The study

5.1. Aims and hypothesis

The aim of this study was to investigate the selection and management of teaching materials in elementary EFL classrooms in Croatia. The field of teaching English to young learners (TEYL) was selected because it proposes the selection and usage of a great variety of teaching materials, which were all discussed in section 3.

First, we wished to determine whether or not there will be greater variety in selecting and managing teaching materials among teachers living in urban areas as opposed to the ones living in rural areas of Croatia. Ghatage (2009, as cited in Garton, Copland and Burns, 2011) notes that the policy in Maharashtra, India encourages the use of audio-visual aids in EFL classrooms, but that these are unavailable in rural schools. The teachers in Li's (1998, as cited in Garton, Copland and Burns, 2011) study complained that there was insufficient funding for the equipment and facilities needed for learner-centered teaching. Correspondingly, our hypothesis was that teachers in rural areas of Croatia would select and use fewer materials in their TEFL, as opposed to teachers in urban areas.

Our next step was to explore which types of teaching and learning materials are used the most and the least among the teachers in the above mentioned groups. Our hypothesis was that teachers from urban areas of Croatia would use all types of materials equally, as opposed to the ones living in rural areas.

Finally, this study also aimed to determine which types of materials are used the most and the least, with regard to the entire group of teachers who participated in the study.

In the following sections, the results of the study are presented and discussed according to the above stated hypotheses.

5.2. Sample

A total of 100 teachers of EFL from Croatia took part in this study. A total of 54 teachers worked in rural areas, while 46 worked in urban areas of Croatia. There were five male teachers in the study.

According to the data collected on the entire sample, the average age of the teachers who took part in this study was 35. The youngest teacher was 25 years old, while the oldest one was 64. All teachers had on average almost 10 years of teaching experience (M: 9.86). The minimum was 1 year and the maximum was 39 years. The average number of classes per week was 17 (M: 17.56). The minimum was 2 and the maximum was 26 classes per week. Average number of students per class was 18 (M: 18.14), the minimum being 5 and the maximum 26 (see Table 1, Appendix 1).

The greatest number of teachers reported that the average age of their learners was 8 to 10 (M: 3.29). A fairly small amount of teachers reported that they taught very young learners aged 5 to 7 (see Table 2, Appendix 1).

A total of 45 teachers reported their language competence being near native (M: 3.85), while only three teachers evaluated themselves as fairly incompetent (see Table 3, Appendix 1).

Secondly, since one of the aims of this study was to find differences between teachers in urban and rural areas of Croatia, the two groups were compared according to some basic parameters, as can be seen in Table 4, Appendix 1. There was no statistically significant difference in the self-evaluation of language competence, years of teaching experience and average number of classes per week between the teachers working in urban and rural areas ($p > .05$). The only significant difference is found in the average number of students per class (t

= 3.845; $p < .05$). The teachers in urban areas (M: 20.13) teach bigger classes than the teachers in rural areas (M: 16.44).

5.3. Procedure and instrument

The study was administered online, via a specialized web research platform. A total of 100 teachers filled in an online questionnaire in April and May 2016.

The online questionnaire was specifically designed for the purposes of this study, following theoretical guidelines on materials in TEFL by Brewster, Ellis and Girard (2002), presented in Section 3.

The questionnaire consists of 39 questions divided into seven sets (see Appendix 2). The first set of questions aimed at collecting general data on the teachers who participated in the study, as discussed in Section 6. The following five sets addressed the questions related to the selection and management of different types of materials: coursebooks, supplementary materials, songs, rhymes and chants, games and storybooks. The last set of questions aimed at collecting data on using technology in the elementary EFL classroom.

The respondents were recruited online, via social networks and e-mail. All teachers who took part in the study had to work in public elementary EFL classrooms and teach learners from age 5 to 14. The respondents completed the questionnaire online. After all the data had been collected, the responses were analyzed according to the hypotheses presented in Section 5. Since the focus of the study was on types of materials selected, not all questions were included in the data analysis. The responses which were left out can be used in another study in the future.

The results of the study are presented and discussed in the following section.

5.4. Results and discussion

In the following sections, the results of the study will be presented and discussed, based primarily on the differences between teachers working in urban and rural areas of Croatia. This division was made based on Q5 (*Name and place of the school you work in.*).

First, the results for the availability of materials as well as basic technological equipment and other resources connected to TEFL in elementary schools will be outlined. Next, the results regarding the selection and management of coursebooks, supplementary materials, songs, rhymes and chants, games and storybooks will be described in separate sections. Lastly, the results regarding using technology in elementary EFL classroom will be presented.

5.4.1. Availability of materials and technological and other equipment

The responses collected in Q9 (*How would you describe the availability of materials you use in your classroom?*) show no statistically significant differences between teachers working in elementary EFL classrooms in urban and rural areas of Croatia (χ^2 : 3.953; $p > .05$) (see Table 5, Appendix 1). The majority of respondents stated that materials were easily available (urban: 40, rural: 41). A total of 13 respondents working in rural areas claim that materials are hardly available, as opposed to 5 respondents working in urban areas.

These results show that teachers are able to obtain all or most materials they need in their elementary EFL classrooms. This can be explained by the extensive use of Internet and technology in recent years and materials circulating on major web sites as well as social networks. The expansion of online communication has enabled teachers to get in touch with their colleagues more easily than before.

In Q10 (*Which of the following can you use in your classroom/school? Computer/Laptop; Projector; Printer; Xerox machine; CD player; School library*) the respondents chose which technological and other important resources they could use in their classrooms and schools. The responses show no statistically significant differences between teachers from urban and rural areas of Croatia (all Chi square comparisons are insignificant; $p > .05$), as can be seen in Table 6, Appendix 1.

A total of 43 and 48 respondents from urban and rural areas respectively claimed they used a computer or a laptop in their elementary EFL classrooms. Only 9 teachers from both groups stated they never used it. The majority of teachers in both groups reported using projectors in their EFL classrooms, 42 and 43 from urban and rural areas respectively. A total of 11 teachers from rural areas and only 4 teachers from urban areas reported never using the projector. Both groups use printers in their schools equally frequent. A total of 30 and 38

teachers from urban and rural areas respectively reported using printers in their schools, while 16 teachers in both groups reported never using printers. There is no statistically significant difference between the two groups regarding the usage of a Xerox machine in their schools. Xerox machines are used less often than the above mentioned technological resources. A total of 23 and 27 teachers from urban and rural areas respectively reported they used Xerox machines in their schools. The same number of teachers in both groups reported never using them, showing that it was the least often used technological resource in elementary EFL classrooms. A total of 98 teachers who took part in the study reported using CD players in their classrooms (44 from urban, and 54 from rural areas), showing that it was the most often used technological resource in elementary EFL classrooms. There was no statistically significant difference in using the school library between the two groups. A total of 37 and 35 teachers from urban and rural areas respectively used the school library for the purpose of their EFL classrooms. Nineteen respondents from rural areas claimed never using the school library, while only 9 respondents from urban areas stated the same.

The fact that CD players were reported to be the most commonly used technological resource in the elementary EFL classroom can be explained by the coursebooks and CDs that accompany them. CDs are the main resource for practicing and developing the listening skill and are still widely used, despite the greater usage of computers and laptops in recent years. It is interesting that Xerox materials are less used than authentic materials available in school libraries (M: 50 and 72 respectively), which was not our primary assumption.

5.4.2. Selecting coursebooks

The responses collected in Q13 (*How often do you have alternatives to choose from? Never; Rarely; Sometimes; Very often; Always*) show no statistically significant differences between teachers working in elementary EFL classrooms in urban and rural areas of Croatia ($p > .05$). The term *alternatives* in the question refers to *different types* of coursebooks from which teachers can choose. The respondents from both urban and rural areas stated they sometimes had more alternatives to choose from (M: 3.35 and 3.13, respectively), as can be seen in Table 7, Appendix 1.

We can suggest that the reason for no statistical differences between two groups are ministry documents and guidelines that are common and compulsory for all public elementary

schools in Croatia. The ministry approves certain publishers and their coursebooks and leaves very little choice for teachers.

The theoretical background for Q18 (*As for adaptation of the coursebook to the class, how often do you do the following? Extending materials; Adding materials or lessons; Deleting materials or lessons; Modifying materials or lessons; Simplifying materials or lessons; Reordering materials or lessons*) were the guidelines by McDonough and Shaw (2003, as cited in Tomlinson, 2012, p.151), mentioned in Section 3.1. The results show that teachers from urban and rural areas of Croatia use enumerated adaptations of the coursebook equally often, as can be seen in Figure 1.

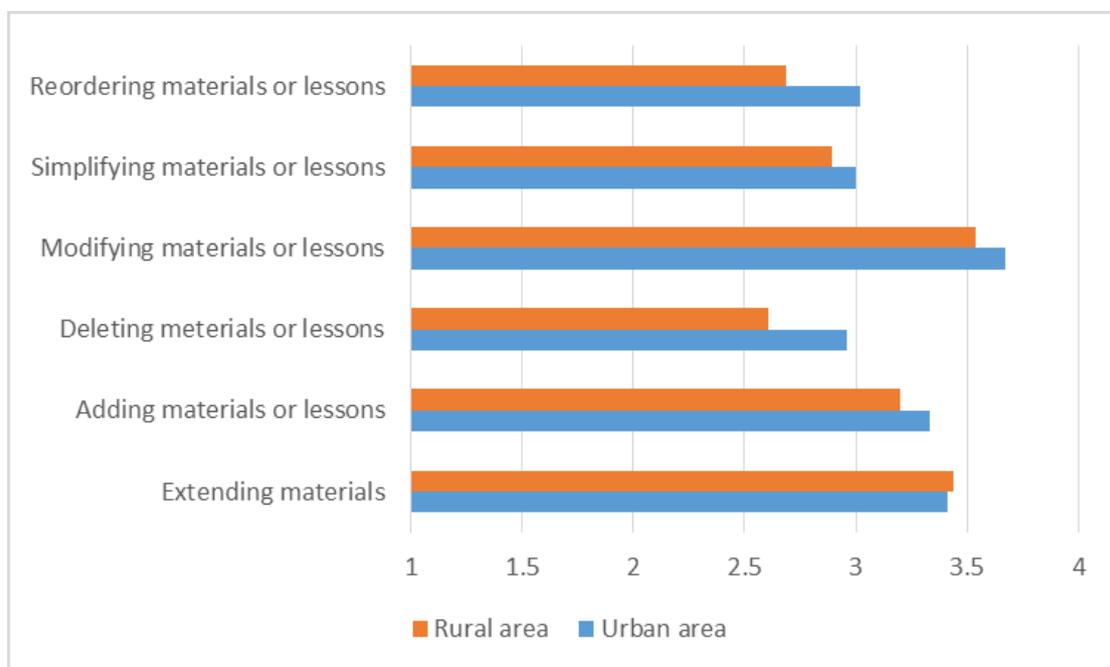


Figure 1 Comparison of different types of adaptation of the coursebook to the class between rural and urban areas of Croatia (How often do you do the following...? 1 – never; 5 – always)

Multivariate analysis of variance (MANOVA) was applied to test the difference between the teachers working in urban and rural areas by multiple dependent variables. The Wilks lambda was used as a multivariate test of group differences and it turned to be insignificant ($\Lambda: .906$; $F_{93}: 1.614$; $p > .05$). We can conclude that teachers in urban and rural areas adapt teaching materials similarly (see Table 8, Appendix 1).

With regard to the entire sample, the results show that the most frequent adaptation was the one pertaining to modify materials or lessons (M: 3.60). The respondents claimed deleting materials or lessons the least often (M: 2.77). Teachers also reported that simplifying

and reordering materials and lessons was a rare type of adaptation (M: 2.94 and 2.84, respectively) (see Table 8, Appendix 1).

These results show that teachers in public elementary EFL classrooms in Croatia still mostly rely on coursebooks and do not often question the methodology that coursebooks propose. Teachers are willing to extend or modify materials presented in the coursebook to answer the needs of a particular class. However, materials are not frequently deleted. This suggests that teachers follow units and lessons in the coursebook and most often do not wish to leave anything out because of the fear that learners might not receive all important pieces of information.

5.4.3. Selecting supplementary materials

The results derived from the responses to Q19 (*How often do you use supplementary materials? Once a month; Once a week; Every other class; Every class*) show that there is no statistically significant difference in frequency of using supplementary materials between teachers working in urban and rural areas of Croatia (Kendall's tau-b: $-.053$; $p > .05$). The majority of teachers in both groups reported using supplementary materials once a week (M: 43). A total of 15 teachers from urban and 19 teachers from rural areas reported using supplementary materials once a month. Only 5 teachers in the entire sample stated they used them in every class (see Table 9, Appendix 1).

As was argued in the previous section, teachers still rely mostly on coursebooks. These results confirm that supplementary materials are used less often than materials presented in the coursebook. We argue that teachers might not have enough time nor energy to prepare additional materials at home or sufficient resources to create ones that would improve their teaching practice and help their learners. The results connected with resources for creating supplementary materials will be presented in the following paragraphs.

Q20 (*How often do you use these resources for creating supplementary materials? Coursebook; Other published ELT materials; Internet; Social Networks; Forums; Blogs; Specialized websites; Newspapers; Books; Other teachers; Seminars*) was selected to determine which resources for the selection of supplementary materials are used the most and the least among teachers of EFL in Croatia. According to our results, there is no statistically

significant difference in the selection of various resources between teachers in urban and rural areas of Croatia ($\Lambda: .864$; $F_{87}: 1.143$ $p > .05$), as evident in Figure 2.

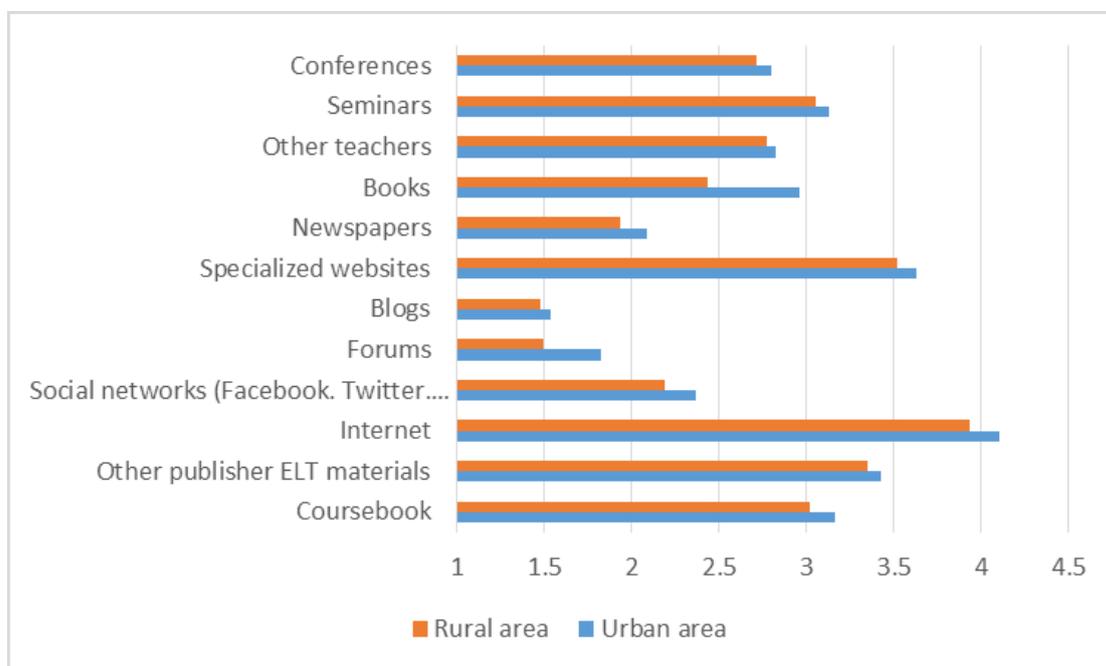


Figure 2 Comparison of resources used for creating supplementary materials between rural and urban areas of Croatia (How often do you use these resources for creating supplementary materials? 1 – never; 5 – always)

The two groups might have the same results because various types of resources and technology are available to everyone. The development of the global and connected world has made it possible for teachers everywhere, including Croatia, to get access to multiple resources. In addition, Croatia is not a big country in terms of population and the territory it covers, so it is assumed that teachers are able to travel from the most remote and rural areas to urban areas within a few hours to attend seminars, conferences or book fairs.

With regard to the entire sample, the results show that teachers mostly use the Internet as a resource for creating supplementary materials (M: 4.02). Teachers often use specialized websites (M: 3.57), coursebooks (M: 3.09) and other published ELT materials (M: 3.39). Although using the Internet suggests using forums and blogs as well, teachers reported almost never using them as resources for creating additional materials (M: 1.65 and 1.51, respectively). All results can be seen in Table 10, Appendix 1.

It is interesting to point out that blogs and forums are not as popular on the Internet as they used to be and this proved to be true among teachers as well. The most relevant

information can be found on popular social networks, such as Facebook, Twitter and Pinterest. Even though the Internet gives access to most information and materials, the results show that a lot of teachers still very often rely on their coursebooks and other published ELT materials.

5.4.4. Selecting songs, rhymes and chants

With regard to the selection and management of songs, rhymes and chants in elementary EFL classrooms in Croatia, two questions were chosen for analysis. Firstly, the results derived from the responses to Q23 (*As for the usage of songs, rhymes and chants, how often do you use the following: Addition to the coursebook; Authentic resource; Traditional songs, rhymes and chants; Contemporary songs, rhymes and chants*) show that there is no statistically significant difference in using different resources for songs, rhymes and chants between teachers working in urban and rural areas of Croatia ($\Lambda: .996$; $F_{95}: .102$; $p > .05$), as can be seen in Figure 3.

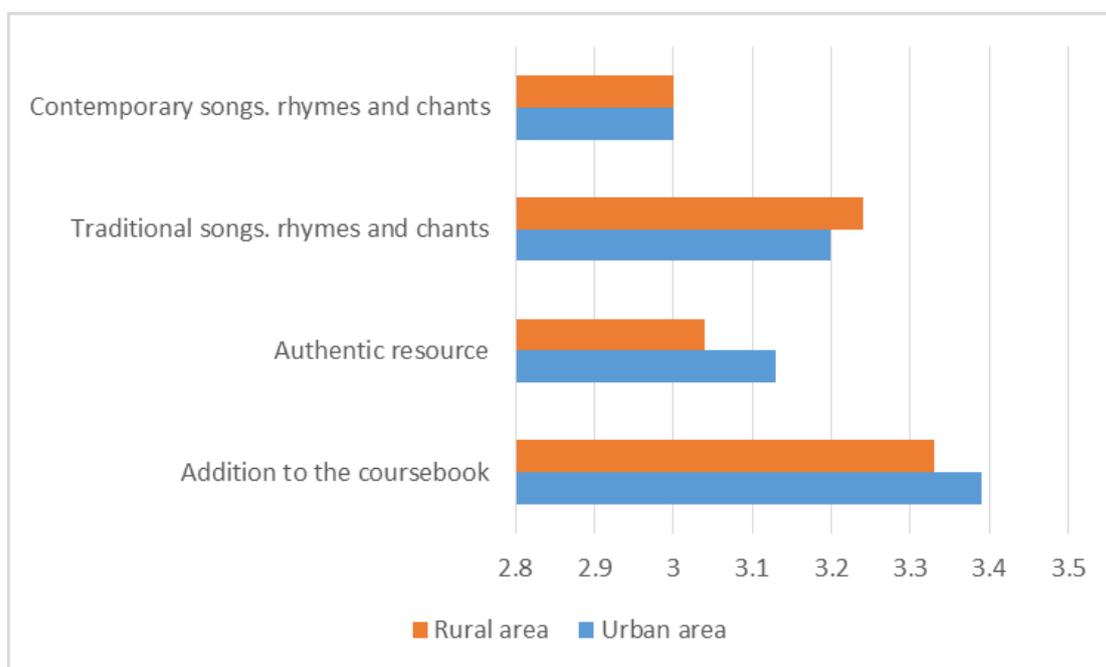


Figure 3 Comparison of frequency of usage of songs, rhymes and chants between rural and urban areas of Croatia (As for the usage of songs, rhymes and chants, how often do you use the following:.. 1 – never; 5 – always)

The results derived from the entire sample show that all resources included are used equally frequent (see Table 11, Appendix 1). Songs, rhymes and chants that are placed in the coursebook are used the most often (M: 3.36), while the contemporary songs, rhymes and

chants are used the least often (M: 3.00). However, the difference in the frequency of usage of selected resources is statistically insignificant.

It is assumed that songs, rhymes and chants that are the placed in the coursebook are the most available ones, which is why they are used most frequently. However, due to the popularity of other songs, teachers use other resources as well.

Secondly, the results derived the from responses to Q25 (*As for the usage of songs, rhymes and chants, how often do you use the following: Dips; Skipping rhymes; Jingles; Slogans; Nonsense verse; Tongue twisters; Scary rhymes; Riddles; Jokes; Popular songs*), again show that the difference in the selection and management of various types of songs, rhymes and chants between teachers in urban and rural areas of Croatia is statistically insignificant (Λ : .965; F89: .321; $p > .05$), as can be seen in Figure 4.

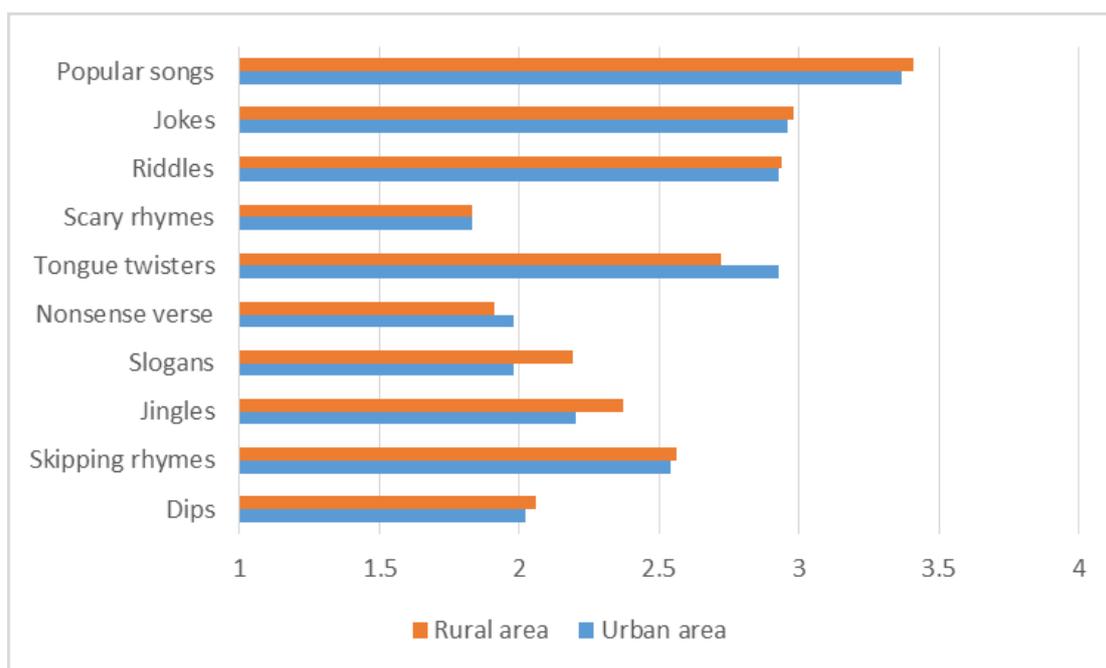


Figure 4 Comparison of frequency of usage of different types of songs, rhymes and chants between rural and urban areas of Croatia (As for the usage of songs, rhymes and chants, how often do you use the following:.. 1 – never; 5 – always)

With reference to the entire sample, results show that teachers in elementary EFL classrooms in Croatia use popular songs the most often (M: 3.39). The respondents reported sometimes using jokes (M: 2.98), riddles (M: 2.94) and tongue twisters (M: 2.82). The results show that teachers use scary rhymes and nonsense verse the least often (M: 1.83 and 1.94, respectively). All results can be seen in Table 12, Appendix 1.

Popular songs are widely known and learners respond to them more quickly than to other types of songs. They are useful for introducing and practicing different aspects of language, such as grammar and vocabulary. Other types of songs, rhymes and chants, such as jokes, riddles and tongue twisters, are most often included in coursebooks and make learning fun and diverse. Scary rhymes and nonsense verse are apparently not that popular or available in Croatian public elementary EFL classrooms.

5.4.5. Selecting games

With regard to the selection and management of games, three questions were chosen for analysis. Firstly, the results for Q28 (*As for the usage of games, how often do you use the following resources? Addition to the coursebook; Authentic resource*) show no statistically significant differences in choosing different resources for the selection of games between teachers working in urban and rural areas of Croatia ($\Lambda: .986$; $F97: .683$; $p > .05$).

Regarding the entire sample, games available in the coursebook were used more often than the ones selected from an authentic resource (M: 3.66 and 3.27 respectively). For descriptive statistics, see Table 13, Appendix 1. We suggest that, with regard to games, teachers more often choose authentic resources and create their own games because they have to be adapted to various aspects of language learning. Games have to be carefully planned to fulfill the needs of a particular class and to introduce or practice one specific aspect of language.

Secondly, the results derived from the responses to Q30 (*How often do you use the following types of games? Simple games; Complex games; Accuracy-focused games; Fluency-focused games; Competitive games; Cooperative games; Calming games; Active games; Guessing games; Listening games; Spelling games; Picture dictation; Mime; Matching games; Reading games; Dice games; Board games; Draw and arrange games; Other*) again show that the difference in the selection and management of various types of games between teachers in urban and rural areas of Croatia is statistically insignificant ($\Lambda: .810$; $F80: .991$; $p > .05$). Teachers from all parts of Croatia use different types of games equally frequent.

With regard to the entire sample, the results show that teachers most often use simple and guessing games (M: 3.88). We suggest that this is because these types of games require little time for teachers to prepare at home and little management in the classroom. Teachers reported that they often use matching games and miming (M: 3.83 and 3.81 respectively). Cooperative games are often used, as well (M: 3.75). Teachers reported using calming games the least often (M: 2.63). The least popular are draw and arrange games (M: 2.83), dice games (M: 2.91) and board games (M: 2.93). These types of games require a longer period of time to prepare, with the addition of props, which are not always available and practical to use in a large class. The results can be seen in Table 14, Appendix 1.

Thirdly, within the section dedicated to selecting and managing games in elementary EFL classrooms in Croatia, we wanted to investigate whether there is any difference in using different props between teachers working in urban and rural areas. The results derived from Q33 (*How often do you use the following props in your EFL classroom? Bought puppets; Home-made puppets; Hand or finger puppets; Rod or stick puppets; Marionette or string puppets; Shadow puppets; Toys; Objects; Pictures/Photos; Other*) show no statistically significant differences in the frequency of usage of different types of props in the classroom between teachers working in urban and rural areas of Croatia ($\Lambda: .935$; $F_{89}: .621$; $p > .05$), as can be seen in Figure 5.

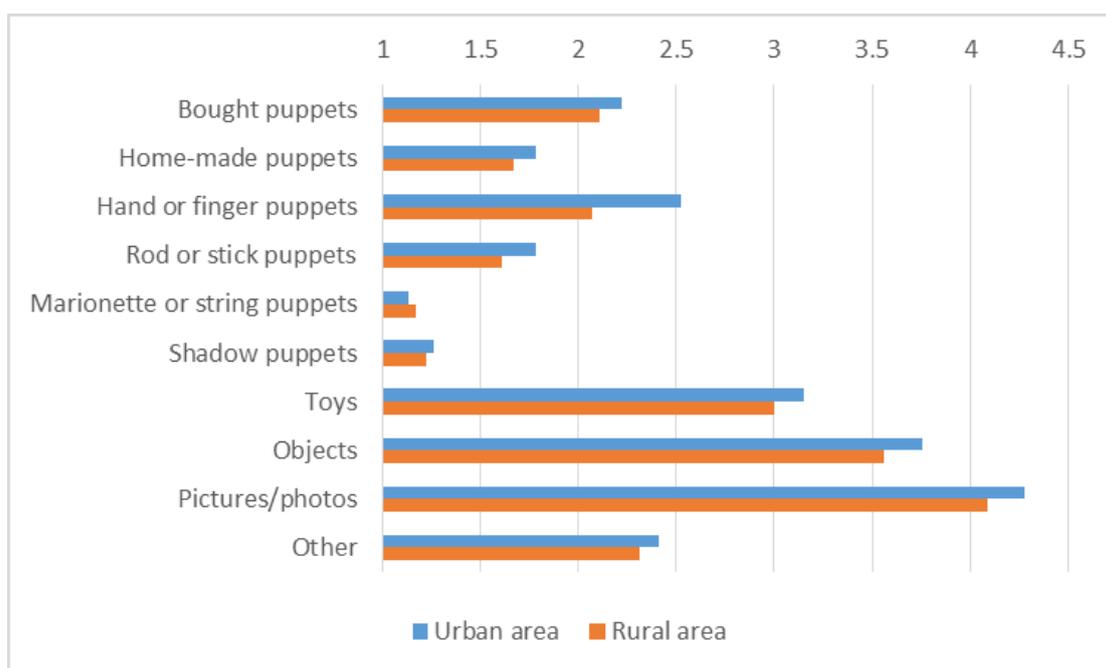


Figure 5 Comparison of frequency of usage of different props in the classroom between rural and urban areas of Croatia (How often do you use the following props in your EFL classroom? 1 – never; 5 – always)

With regard to the entire sample, teachers reported using pictures or photos very often (M: 4.18), as well as objects (M: 3.65). Toys are reported as being used sometimes (M: 3.07). These types of props are the easiest ones to acquire and handle in the classroom and they can be adapted to any part of the language learning process. Teachers reported rarely using any type of puppets, but marionette or string puppets are almost never used (M: 1.15). Shadow and rod or stick puppets are rarely used as well (M: 1.24 and 1.69 respectively). These types of props are often difficult to acquire and cost a lot of money. In order to provide variety in the classroom, teachers have to make their own puppets, which is time-consuming and difficult to fit into their schedule. All results can be seen in Table 15, Appendix 1.

5.4.6. Selecting storybooks

In the matter of the selection and management of storybooks in elementary EFL classrooms in Croatia, we wished to investigate which resources for the selection of stories are used the most and the least often, as well as which types of stories are most widely used. We also wanted to search for possible differences between urban and rural areas of Croatia. The results from Q34 (*How often do you use the following resources for selecting stories? Coursebook – printed / recorded version; Graded readers – printed / recorded version; Authentic storybooks – printed / recorded version*) show no statistically significant differences in selecting various types of resources for stories between teachers working in urban and rural areas of Croatia ($\Lambda: .908$; $F93: 1.570$; $p > .05$), as can be seen in Figure 6.

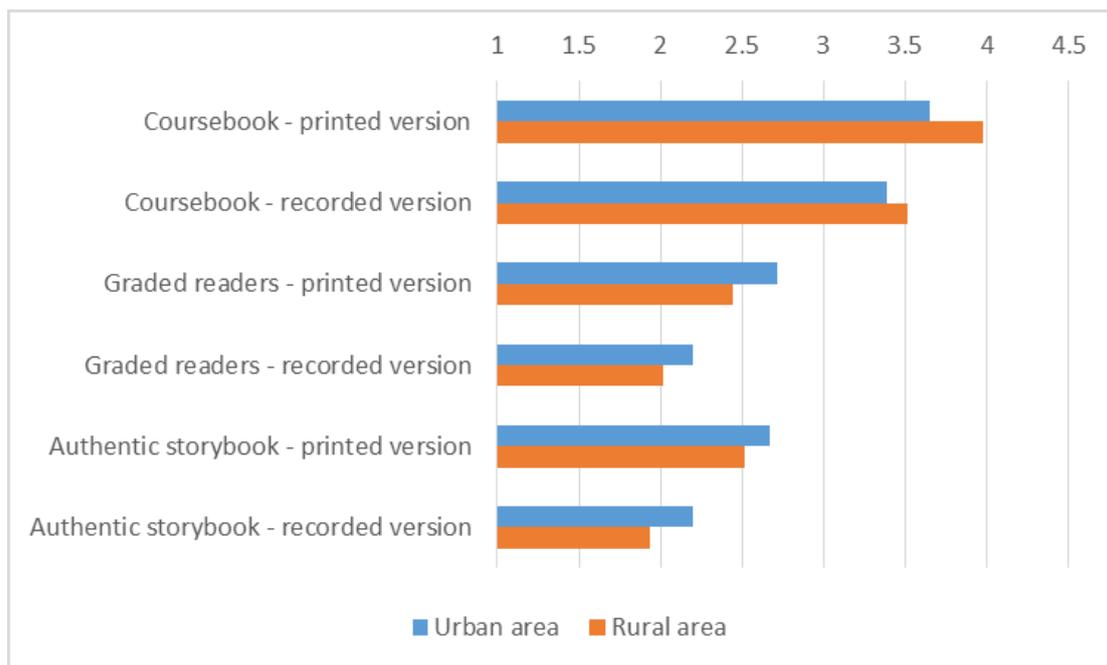


Figure 6 Comparison of usage of different resources for selecting stories between rural and urban areas of Croatia (How often do you use the following resources for selecting stories? 1 – never; 5 – always)

Regarding the entire sample, the results show that printed versions of coursebooks are the most often used resource for the selection of stories (M: 3.83). Recorded versions of coursebooks are often used as well (M: 3.46). As was stated earlier, teachers mostly rely on coursebooks and materials which accompany them. Other resources are less available, especially recorded versions. Teachers reported that they rarely used recorded versions of authentic storybooks (M: 2.06), and recorded versions of graded readers (M: 2.10). Printed versions are used more often, as can be seen in Table 16, Appendix 1.

With regard to the selection and management of different types of stories, the results derived from the responses to Q36 (*How often do you use the following types of stories? Fairy tales; Fables; Nursery rhymes; Short stories*) also show no statistically significant differences in the frequency of usage between teachers working in urban and rural areas of Croatia ($\Lambda: .979$; $F_{95}: .501$; $p > .05$), as can be seen in Figure 7.

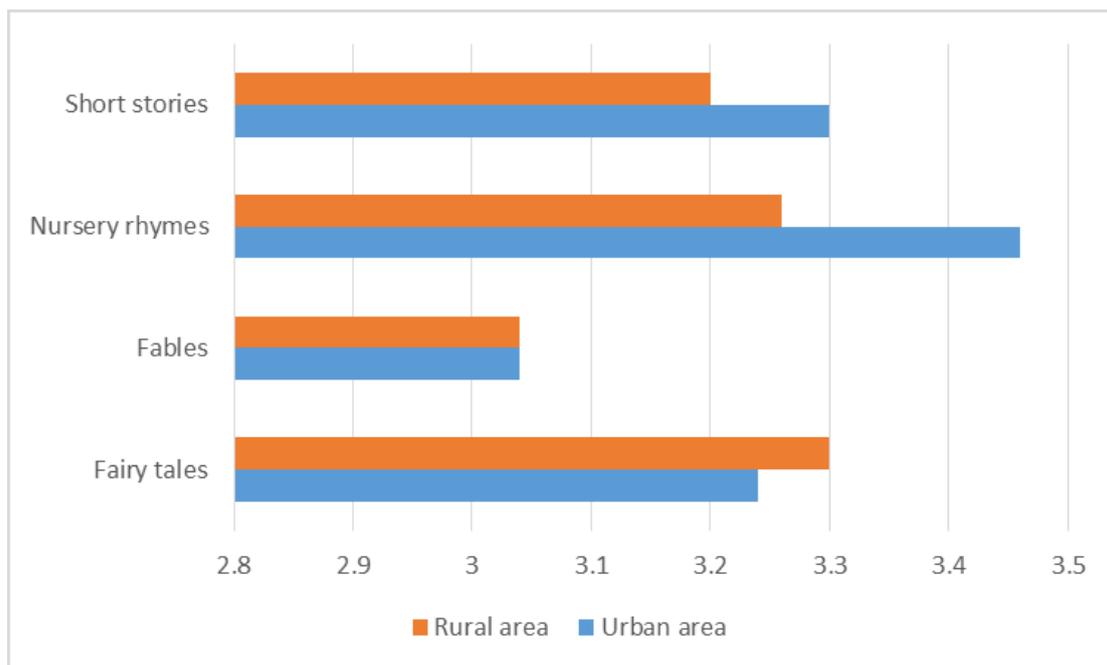


Figure 7 Comparison of frequency of usage of different types of stories between rural and urban areas of Croatia (How often do you use the following types of stories? 1 – never; 5 – always)

With reference to the entire sample, the results show that all types of stories are used equally often. Teachers reported using nursery rhymes the most often (M: 3.35), and fables the least often (M: 3.04), as can be seen in Table 17, Appendix 1.

5.4.7. Use of technology

In the last part of the questionnaire, we wished to investigate how often teachers from urban and rural areas of Croatia used technology in their elementary EFL classrooms. Also, we aimed to find which technological resources are used the most and the least often. First of all, with regard to Q38 (*How often do you use technology in the classroom? Every day; Every other day; Once a week; Once a month; Once a year*), the results show statistically significant differences in the frequency of using technology between teachers working in urban and rural areas of Croatia. The teachers in urban areas reported using technology in their classrooms more frequently than the ones working in rural areas (Kendall's tau-b: .215; $p < .05$). This can be explained by the fact that rural areas are smaller and less funded by the local government than urban areas. We assume that the lack of available computers and other technological resources is the main reason for rural schools using technology less than urban schools.

Regarding the entire sample, a total of 53 teachers reported using technology in their elementary EFL classrooms every day (30 from urban and 23 from rural areas). Only 2 teachers from rural areas reported using technology once a year (see Table 18, Appendix 1).

The results derived from responses to Q39 (*How often do you use the following technological resources in your classroom? Videos made specifically for EFL learning; Supplementary videos; Authentic sources of suitable videos; Animated stories; TV children's programmes; Documentary videos; Self-made videos; Computers and Internet; Word-processing packages; Coursebook CD-rom; Dictionary CD-rom; Authoring programmes*) show no statistically significant differences in the frequency of using various technological resources between teachers working in urban and rural areas of Croatia ($\Lambda: .870$; $F_{95}: 1.079$; $p > .05$). All resources are used more often in urban areas, but not frequently enough to be statistically relevant, as can be seen in Figure 8.

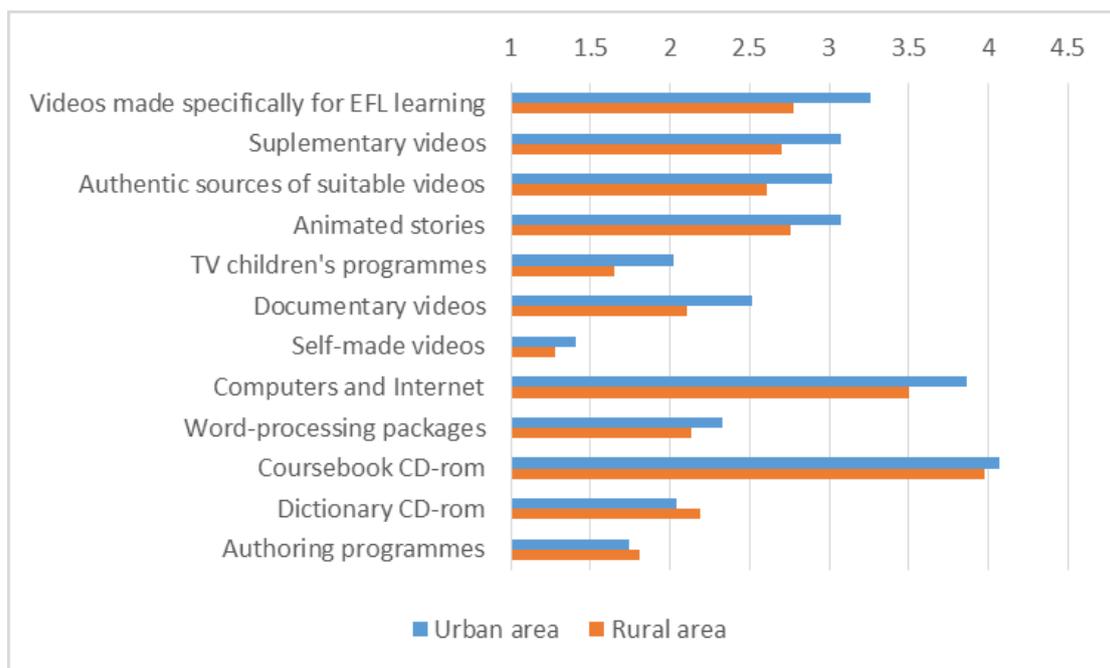


Figure 8 Comparison of frequency of usage of different technological resources in the classroom in rural and urban areas of Croatia (How often do you use the following technological resources in your classroom? 1 – never; 5 – always)

With regard to the entire sample, teachers reported using a coursebook CD-ROM the most often (M: 4.02). This, once again, can be explained by the fact that coursebooks are leading materials, as well as main teaching and learning aids in elementary EFL classrooms across Croatia. CD-ROMs are a part of special packages for teachers and accompany the coursebook, which makes them inseparable from the daily teaching and learning process.

Teachers reported that they used computers and the Internet very often (M: 3.67) and sometimes used videos made specifically for EFL learning (M: 3.00). Teachers reported that they almost never used self-made videos and authoring programmes (M: 1.34 and 1.78, respectively). As was argued earlier, teachers rarely have enough time to engage into creating something on their own at home, which is mainly the cause of not using the above mentioned technological resources. Teachers reported that they sometimes used other types of technological resources, as can be seen in Table 19, Appendix 1.

6. Conclusion

The aim of this study was to investigate the selection and management of teaching materials in elementary EFL classrooms in Croatia. In particular, the study looked into possible differences in selecting and managing teaching materials among teachers living in urban areas as opposed to the ones living in rural areas of Croatia. Another point of interest was to explore which types of teaching and learning materials are used the most and the least among teachers in the above mentioned groups. It was expected that teachers from urban areas of Croatia would use all types of materials equally, as opposed to the ones living in rural areas. Finally, this study also aimed to determine which types of materials are used the most and the least, with regard to the entire group of teachers who participated in the study.

The findings suggest that there is no statistically significant difference in the variety of materials used between teachers working in urban and rural areas of Croatia. The only significant difference that was recorded in the analysis of the participants' responses was concerned with the frequency of using technology in the classroom. Teachers working in urban areas reported using technology more often than teachers working in rural areas of Croatia. With regard to the entire sample, the participants reported that materials are, most often, easily available. However, teachers reported that they mostly relied on coursebooks as their primary resource for different classroom activities. The results show that teachers almost never delete lessons or materials from the coursebook and mostly use supplementary materials once a week. The most frequently used resources for different supplementary materials are the Internet, specifically specialized websites and social networks, as well as coursebooks. Teachers reported that they most often used songs, rhymes and chants that were in the coursebook, as well as using popular songs the most often. Coursebooks are also reported as the main resource for games, but they need to be carefully planned to fit the needs

of a particular class. Simple and cooperative games, as well as guessing and matching games are the most often used types of games among teachers in Croatia. With regard to props, participants reported that they frequently used objects, photos or pictures, as well as toys. Teachers reported that they most often used printed and recorded versions of coursebooks as a resource for selecting stories, but they use different types of stories equally often. Technology, as expected, is used almost every day, while the most often used technological resources include a coursebook, CD-ROM, computers and the Internet, and sometimes videos made specifically for EFL learning.

This study was conducted on 100 teachers of EFL in public elementary schools of Croatia. The sample was controlled by the researcher in order to study the difference in the selection and management of materials between urban and rural areas of Croatia. In the future, it would be desirable to conduct a similar study with a somewhat larger sample and with participants of different profiles so as to confirm or refute the results obtained in this small-scale research study.

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Sažetak

Odabir i korištenje nastavnih materijala jedno je od najvažnijih područja u poučavanju engleskog kao stranog jezika. Malo je radova koji se bave odabirom različitih vrsta i izvora materijala u nastavi, iako se većina bavi odabirom i korištenjem udžbenika. U ovome radu istražene su razlike u odabiru materijala među nastavnicima engleskog kao stranog jezika u javnim osnovnim školama u Hrvatskoj, točnije među onima koji rade u urbanim i ruralnim područjima. Također je istraženo koje se vrste izvora i materijala najčešće koriste u hrvatskim osnovnim školama. Rezultati pokazuju da nema statistički značajne razlike u korištenju i odabiru materijala među nastavnicima u urbanim i ruralnim područjima Hrvatske. Pokazano je da nastavnici u urbanim područjima češće koriste tehnologiju od kolega u ruralnim područjima. Prema rezultatima cijelog uzorka, udžbenici su glavni izvor svih vrsta materijala. Pronalazak dodatnih i izrada vlastitih materijala zahtjeva puno vremena, a često su i odgovarajući izvori teško dostupni.

Ključne riječi: materijali, engleski kao strani jezik, nastavnici

Appendix 1

Table 1. Descriptive statistics of teachers' age, teaching experience, number of classes per week and class size

	Age of teachers	Years of teaching experience	Average number of classes per week	Average number of students per class
Mean	35.59	9.86	17.56	18.14
Std. Deviation	6.820	6.341	6.810	5.280
Minimum	25	1	2	5
Maximum	64	39	26	26

Table 2. Average age of learners

Age of learners	Frequency	Percent
5-7	2	2.0
8-10	67	67.0
11-14	31	31.0
Total	100	100.0

Table 3. Teachers' language competence (scale 1 to 5)

	Frequency	Percent
1 (less native)	3	3.0
2	2	2.0
3	26	26.0
4	45	45.0
5 (near native)	24	24.0
Total	100	100.0

M = 3.85; SD = .914

Table 4. Comparison of teachers by the level of urbanization in language competence, years of teaching experience, average number of students per class and average number of classes per week

	Level of urbanization	N	M	SD	t	p
Language competence	Urban area	46	3.83	1.060	-.240	>.05
	Rural area	54	3.87	.778		
Years of teaching experience	Urban area	46	10.35	6.871	.708	>.05
	Rural area	54	9.44	5.885		
Average number of students per class	Urban area	46	20.13	3.449	3.847	<.05
	Rural area	54	16.44	5.967		

Average number of classes per week	Urban area	46	18.28	6.185	.992	>.05
	Rural area	54	16.94	7.301		

Table 5. Comparison of general availability of teaching materials used in primary EFL classrooms between teachers in urban and rural areas of Croatia

		Level of urbanization		Total
		Urban area	Rural area	
How would you describe the availability of materials you use in your classroom?	Easily available	40	41	81
	Hardly available	5	13	18
	Unavailable	1	0	1
Total		46	54	100

$\chi^2 = 3.953$; $p > .05$

Table 6. Frequency of usage of technological and other resources by level of urbanization

		Level of urbanization	
		Urban area	Rural area
		Count	Count
Computer/Laptop	No	3	6
	Yes	43	48
Projector	No	4	11
	Yes	42	43
Printer	No	16	16
	Yes	30	38
Xerox machine	No	23	27
	Yes	23	27
CD player	No	2	0
	Yes	44	54
School library	No	9	19
	Yes	37	35

Table 7. Comparison of availability of different coursebooks between rural and urban areas of Croatia (1 – never, 5 – always)

	Level of urbanization	N	M	SD	t	p
How often do you have alternatives to choose from?	Urban area	46	3.35	.849	1.320	> .05
	Rural area	54	3.13	.802		

Table 8. Comparison of different types of adaptation of the coursebook to the class between rural and urban areas of Croatia (How often do you do the following? 1 – never; 5 – always)

	Level of urbanization	M	SD	N
Extending materials	Urban area	3.41	.652	46
	Rural area	3.44	.664	54
	Total	3.43	.655	100
Adding materials or lessons	Urban area	3.33	.701	46
	Rural area	3.20	.595	54
	Total	3.26	.645	100
Deleting materials or lessons	Urban area	2.96	.842	46
	Rural area	2.61	.763	54
	Total	2.77	.815	100
Modifying materials or lessons	Urban area	3.67	.732	46
	Rural area	3.54	.794	54
	Total	3.60	.765	100
Simplifying materials or lessons	Urban area	3.00	.760	46
	Rural area	2.89	.634	54
	Total	2.94	.694	100
Reordering materials or lessons	Urban area	3.02	.882	46
	Rural area	2.69	.797	54
	Total	2.84	.849	100

Table 9. Frequency of usage of supplementary materials by level of urbanization

		Level of urbanization		Total
		Urban area	Rural area	
How often do you use supplementary materials?	Once a month	15	19	34
	Once a week	19	24	43
	Every other class	9	9	18
	Every class	3	2	5
Total		46	54	100

Table 10. Comparison of resources used for creating supplementary materials between rural and urban areas of Croatia (How often do you use these resources for creating supplementary materials? 1 – never, 5 – always)

	Level of urbanization	M	SD	N
Coursebook	Urban area	3.17	1.018	46
	Rural area	3.02	1.090	54
	Total	3.09	1.055	100
Other published ELT materials	Urban area	3.43	.655	46
	Rural area	3.35	.619	54
	Total	3.39	.634	100
Internet	Urban area	4.11	.640	46
	Rural area	3.94	.738	54
	Total	4.02	.696	100
Social networks (Facebook, Twitter, Pinterest, etc.)	Urban area	2.37	1.181	46
	Rural area	2.19	1.134	54
	Total	2.27	1.153	100
Forums	Urban area	1.83	.973	46
	Rural area	1.50	.666	54
	Total	1.65	.833	100
Blogs	Urban area	1.54	.751	46
	Rural area	1.48	.720	54
	Total	1.51	.732	100
Specialized websites	Urban area	3.63	1.019	46
	Rural area	3.52	.966	54
	Total	3.57	.987	100
Newspapers	Urban area	2.09	.915	46
	Rural area	1.94	.878	54
	Total	2.01	.893	100
Books	Urban area	2.96	.942	46
	Rural area	2.44	.925	54
	Total	2.68	.963	100
Other teachers	Urban area	2.83	.950	46
	Rural area	2.78	.861	54
	Total	2.80	.899	100
Seminars	Urban area	3.13	.885	46
	Rural area	3.06	1.106	54
	Total	3.09	1.006	100
Conferences	Urban area	2.80	1.025	46
	Rural area	2.72	1.089	54
	Total	2.76	1.055	100

Table 11. Comparison of frequency of usage of songs, rhymes and chants between rural and urban areas of Croatia (As for the usage of songs, rhymes and chants, how often do you use the following? 1 – never, 5 – always)

	Level of urbanization	M	SD	N
Addition to the coursebook	Urban area	3.39	1.000	46
	Rural area	3.33	.932	54
	Total	3.36	.959	100
Authentic resource	Urban area	3.13	1.046	46
	Rural area	3.04	.931	54
	Total	3.08	.981	100
Traditional songs, rhymes and chants	Urban area	3.20	.859	46
	Rural area	3.24	.751	54
	Total	3.22	.799	100
Contemporary songs, rhymes and chants	Urban area	3.00	.919	46
	Rural area	3.00	.801	54
	Total	3.00	.853	100

Table 12. Comparison of frequency of usage of different types of songs, rhymes and chants between rural and urban areas of Croatia (As for the usage of songs, rhymes and chants, how often do you use the following? 1 – never, 5 – always)

	Level of urbanization	M	SD	N
Dips	Urban area	2.02	.856	46
	Rural area	2.06	.787	54
	Total	2.04	.816	100
Skipping rhymes	Urban area	2.54	.912	46
	Rural area	2.56	.965	54
	Total	2.55	.936	100
Jingles	Urban area	2.20	.833	46
	Rural area	2.37	.996	54
	Total	2.29	.924	100
Slogans	Urban area	1.98	.802	46
	Rural area	2.19	.913	54
	Total	2.09	.866	100
Nonsense verse	Urban area	1.98	.882	46
	Rural area	1.91	.708	54
	Total	1.94	.789	100
Tongue twisters	Urban area	2.93	1.020	46
	Rural area	2.72	.738	54
	Total	2.82	.881	100

Scary rhymes	Urban area	1.83	.902	46
	Rural area	1.83	.720	54
	Total	1.83	.805	100
Riddles	Urban area	2.93	1.083	46
	Rural area	2.94	.685	54
	Total	2.94	.886	100
Jokes	Urban area	3.00	1.075	46
	Rural area	2.96	.699	54
	Total	2.98	.887	100
Popular songs	Urban area	3.37	1.123	46
	Rural area	3.41	.714	54
	Total	3.39	.920	100

Table 13. Comparison of usage of games from different resources between rural and urban areas of Croatia (As for the usage of games, how often do you use the following resources? 1 – never, 5 – always)

	Level of urbanization	M	SD	N
Addition to the coursebook	Urban area	3.76	.848	46
	Rural area	3.57	.742	54
	Total	3.66	.794	100
Authentic resource	Urban area	3.30	.756	46
	Rural area	3.24	.751	54
	Total	3.27	.750	100

Table 14. Comparison of frequency of usage of different types of games between rural and urban areas of Croatia (How often do you use the following types of games? 1 – never, 5 – always)

	Level of urbanization	M	SD	N
Simple games	Urban area	3.96	.759	46
	Rural area	3.81	.702	54
	Total	3.88	.729	100
Complex games	Urban area	2.65	.822	46
	Rural area	2.50	.720	54
	Total	2.57	.769	100
Accuracy-focused games	Urban area	3.09	.784	46
	Rural area	3.04	.823	54
	Total	3.06	.802	100
Fluency-focused games	Urban area	2.89	.823	46
	Rural area	3.09	.784	54

	Total	3.00	.804	100
	Urban area	3.67	.896	46
Competitive games	Rural area	3.48	.693	54
	Total	3.57	.795	100
	Urban area	3.87	.778	46
Cooperative games	Rural area	3.65	.677	54
	Total	3.75	.730	100
	Urban area	2.80	1.003	46
Calming games	Rural area	2.48	.795	54
	Total	2.63	.906	100
	Urban area	3.50	.810	46
Active games	Rural area	3.50	.666	54
	Total	3.50	.732	100
	Urban area	3.87	.718	46
Guessing games	Rural area	3.89	.538	54
	Total	3.88	.624	100
	Urban area	3.37	1.019	46
Listening games	Rural area	3.46	.818	54
	Total	3.42	.912	100
	Urban area	3.00	.943	46
Spelling games	Rural area	2.96	.800	54
	Total	2.98	.864	100
	Urban area	3.33	1.076	46
Picture dictation	Rural area	2.98	1.055	54
	Total	3.14	1.073	100
	Urban area	3.98	.830	46
Mime	Rural area	3.67	.847	54
	Total	3.81	.849	100
	Urban area	3.96	.595	46
Matching games	Rural area	3.72	.656	54
	Total	3.83	.637	100
	Urban area	3.24	.899	46
Reading games	Rural area	3.19	.779	54
	Total	3.21	.832	100
	Urban area	2.76	.993	46
Dice games	Rural area	3.04	.868	54
	Total	2.91	.933	100
	Urban area	2.78	1.094	46
Board games	Rural area	3.06	.856	54
	Total	2.93	.977	100
	Urban area	2.91	.985	46
Draw and arrange games	Rural area	2.76	.845	54
	Total	2.83	.911	100

Table 15. Comparison of frequency of usage of different props in the classroom between rural and urban areas of Croatia (How often do you use the following props in your EFL classroom? 1 – never, 5 – always)

	Level of urbanization	M	SD	N
Bought puppets	Urban area	2.22	1.009	46
	Rural area	2.11	1.022	54
	Total	2.16	1.012	100
Home-made puppets	Urban area	1.78	.964	46
	Rural area	1.67	.847	54
	Total	1.72	.900	100
Hand or finger puppets	Urban area	2.52	1.070	46
	Rural area	2.07	1.061	54
	Total	2.28	1.083	100
Rod or stick puppets	Urban area	1.78	.917	46
	Rural area	1.61	.787	54
	Total	1.69	.849	100
Marionette or string puppets	Urban area	1.13	.400	46
	Rural area	1.17	.376	54
	Total	1.15	.386	100
Shadow puppets	Urban area	1.26	.535	46
	Rural area	1.22	.502	54
	Total	1.24	.515	100
Toys	Urban area	3.15	.894	46
	Rural area	3.00	.952	54
	Total	3.07	.924	100
Objects	Urban area	3.76	.705	46
	Rural area	3.56	.769	54
	Total	3.65	.744	100
Pictures/photos	Urban area	4.28	.779	46
	Rural area	4.09	.784	54
	Total	4.18	.783	100
Other	Urban area	2.41	1.484	46
	Rural area	2.31	1.329	54
	Total	2.36	1.396	100

Table 16. Comparison of usage of different resources for selecting stories between rural and urban areas of Croatia (How often do you use the following resources for selecting stories? 1 – never, 5 – always)

	Level of urbanization	M	SD	N
Coursebook - printed version	Urban area	3.65	.924	46
	Rural area	3.98	.921	54
	Total	3.83	.933	100
Coursebook - recorded version	Urban area	3.39	1.164	46
	Rural area	3.52	1.161	54
	Total	3.46	1.158	100
Graded readers - printed version	Urban area	2.72	1.047	46
	Rural area	2.44	.984	54
	Total	2.57	1.018	100
Graded readers - recorded version	Urban area	2.20	1.088	46
	Rural area	2.02	1.037	54
	Total	2.10	1.059	100
Authentic storybook - printed version	Urban area	2.67	.944	46
	Rural area	2.52	.906	54
	Total	2.59	.922	100
Authentic storybook - recorded version	Urban area	2.20	.957	46
	Rural area	1.94	.899	54
	Total	2.06	.930	100

Table 17. Comparison of frequency of usage of different types of stories between rural and urban areas of Croatia (How often do you use the following types of stories? 1 – never, 5 – always)

	Level of urbanization	M	SD	N
Fairy tales	Urban area	3.24	.603	46
	Rural area	3.30	.690	54
	Total	3.27	.649	100
Fables	Urban area	3.04	.759	46
	Rural area	3.04	.751	54
	Total	3.04	.751	100
Nursery rhymes	Urban area	3.46	.836	46
	Rural area	3.26	.828	54
	Total	3.35	.833	100
Short stories	Urban area	3.30	1.051	46
	Rural area	3.20	.833	54
	Total	3.25	.936	100

Table 18. Comparison of frequency of technology usage in the classroom between rural and urban areas of Croatia.

		Level of urbanization		Total
		Urban area	Rural area	
How often do you use technology in the classroom?	Every day	30	23	53
	Every other day	6	10	16
	Once a week	6	11	17
	Once a month	4	8	12
	Once a year	0	2	2
Total	46	54	100	

Table 19. Comparison of frequency of usage of different technological resources in the classroom between rural and urban areas of Croatia (How often do you use the following technological resources in your classroom? 1 – never, 5 – always)

		Level of urbanization	M	SD	N
Videos made specifically for EFL learning	Urban area		3.26	1.104	46
	Rural area		2.78	1.022	54
	Total		3.00	1.082	100
Supplementary videos	Urban area		3.07	1.104	46
	Rural area		2.70	.983	54
	Total		2.87	1.051	100
Authentic sources of suitable videos	Urban area		3.02	1.064	46
	Rural area		2.61	.940	54
	Total		2.80	1.015	100
Animated stories	Urban area		3.07	1.063	46
	Rural area		2.76	1.045	54
	Total		2.90	1.059	100
TV children's programmes	Urban area		2.02	.906	46
	Rural area		1.65	.705	54
	Total		1.82	.821	100
Documentary videos	Urban area		2.52	1.090	46
	Rural area		2.11	.883	54
	Total		2.30	1.000	100
Self-made videos	Urban area		1.41	.777	46
	Rural area		1.28	.529	54
	Total		1.34	.655	100
Computers and Internet	Urban area		3.87	1.185	46
	Rural area		3.50	1.129	54
	Total		3.67	1.164	100

	Urban area	2.33	1.136	46
Word-processing packages	Rural area	2.13	1.047	54
	Total	2.22	1.088	100
	Urban area	4.07	1.124	46
Coursebook CD-ROM	Rural area	3.98	1.157	54
	Total	4.02	1.137	100
	Urban area	2.04	1.173	46
Dictionary CD-ROM	Rural area	2.19	1.083	54
	Total	2.12	1.122	100
	Urban area	1.74	.976	46
Authoring programmes	Rural area	1.81	.933	54
	Total	1.78	.949	100

Appendix 2

Questionnaire on Selecting Materials in Elementary EFL Classroom

General Profile of a YL Teacher

Q1. Sex:

Male

Female

Q2. Age:

Q3. Teaching experience:

years

Q4. How would you describe your FL competence:

less native near native

Q5. Name and place of the school you work in.

Q6. Number of classes per week:

Q7. Average number of students per class:

Q8. Average age of your learners:

2-4

5-7

8-10

11-14

Q9. How would you describe the availability of materials you use in your classroom?

Easily available Hardly available

Unavailable

Q10. Which of the following can you use in your classroom/school? (more than one option possible)

Computer / Laptop

Projector

Printer

Xerox machine

CD player

School library

Selecting a Coursebook

Q11. Primary coursebook you use (give title):

Q12. Package for teachers you use (give titles):

Q13. How often do you have alternatives to choose from?

Never Rarely Sometimes Very often Always

Q14. Your main criteria for evaluation of coursebooks (choose up to 3 options):

Availability

Publishers' catalogs

Information on the back of the book

Content Charts

Blurbs

Other

Q15. How often do you change your coursebook?

Every year Every two years Every five years Other

Q16. In your opinion, what would be the main benefits of using a coursebook? (choose up to 3 options)

- It is a great learning aid for the pupil.
- It identifies what should be taught / learned.
- It helps to decide which methodology to use.
- It provides all or most materials needed.
- It reduces the teacher's workload.
- It is the link between the school and the home.
- Other

Q17. In your opinion, what would be the main disadvantages of using a coursebook? (choose up to 3 options)

- Disempowerment of learners and teachers
- Imposition of control and order
- Illusion of system and progress
- Superficial
- Reductionist in coverage of language points
- Lack of provision of language experience
- Uniformity of syllabus
- Uniformity of teaching approach
- Removes initiative and power from teachers
- Other

Q18. As for adaptation of the coursebook to the class, how often do you do the following?

	Never	Rarely	Sometimes	Very often	Always			
Extending materials				<input type="radio"/>				
Adding materials or lessons				<input type="radio"/>				
Deleting materials or lessons				<input type="radio"/>				
Modifying materials or lessons				<input type="radio"/>				
Simplifying materials or lessons				<input type="radio"/>				
Reordering materials or lessons				<input type="radio"/>				

Selecting Supplementary Materials

Q19. How often do you use supplementary materials?

Almost never Once a month Once a week Every other class Every class

Q20. How often do you use these resources for creating supplementary materials?

Never Rarely Sometimes Very often Always

Coursebook	<input type="radio"/>				
Other published ELT materials	<input type="radio"/>				
Internet	<input type="radio"/>				
Social networks (Facebook, Twitter, Pinterest, etc.)	<input type="radio"/>				
Forums	<input type="radio"/>				
Blogs	<input type="radio"/>				
Specialized websites	<input type="radio"/>				
Newspapers	<input type="radio"/>				
Books	<input type="radio"/>				
Other teachers	<input type="radio"/>				
Seminars	<input type="radio"/>				
Conferences	<input type="radio"/>				

Q21. What is the approximate amount of time you spend preparing one supplementary material?

h

min

Q22. What would be your main reasons for using supplementary materials? (choose up to 3 options)

They provide variety.

They reinforce, consolidate and extend structures and vocabulary.

Your coursebook does not provide enough practice.

Activities, exercises or visual aids in your coursebook are not very interesting and engaging.

Activities, exercises or visual aids in your coursebook are inappropriate for your class.

You want to provide your pupils with a selection of different activities.

Other

Selecting Songs, Rhymes and Chants

Q23. As for the usage of songs, rhymes and chants, how often do you use the following:

Never Rarely Sometimes Very often Always

Addition to the coursebook	<input type="radio"/>				
Authentic resource	<input type="radio"/>				
Traditional songs, rhymes and chants	<input type="radio"/>				
Contemporary songs, rhymes and chants	<input type="radio"/>				

Q24. What would be your main criteria for selection of songs, rhymes and chants? (choose up to 3 options)

Linguistic resource

Social resource

Psychological / affective resource

Learners' age

Cognitive resource

Learners' level of proficiency

Cultural resource

Other

Q25. How often do you use the following types of songs, rhymes and chants?

Never	Rarely	Sometimes	Very often	Always			
Dips			<input type="radio"/>				
Skipping rhymes			<input type="radio"/>				
Jingles			<input type="radio"/>				
Slogans			<input type="radio"/>				
Nonsense verse			<input type="radio"/>				
Tongue twisters			<input type="radio"/>				
Scary rhymes			<input type="radio"/>				
Riddles			<input type="radio"/>				
Jokes			<input type="radio"/>				
Popular songs			<input type="radio"/>				

Q26. What would be your main linguistic reasons for using songs, rhymes and chants?
(choose up to 3 options)

- | | |
|---|----------------------------------|
| Introduction of new language | Improvement of intonation |
| Practice of language | Improvement of stress and rhythm |
| Revision of language | Ear training |
| Better pronunciation of individual sounds
and sounds in connected speech | Other |

Q27. What would be your main reasons for using songs, rhymes and chants, with regard to
classroom management? (choose up to 3 options)

- | | |
|--|-------------|
| Attention gaining | Mood change |
| Channeling of high levels of energy | Other |
| Integration with other work in the classroom | |

Selecting Games

Q28. As for the usage of games, how often do you use the following resources?

Never	Rarely	Sometimes	Very often	Always
Addition to the coursebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic resource	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29. What would be your main criteria for selecting games? (choose up to 3 options)

Linguistic resource	Social resource
Psychological / affective resource	Learners' age
Cognitive resource	Learners' level of proficiency
Cultural resource	Other

Q30. How often do you use the following types of games:

Never	Rarely	Sometimes	Very often	Always
Simple games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complex games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy-focused games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluency-focused games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitive games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calming games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guessing games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Picture dictation	<input type="radio"/>				
Mime	<input type="radio"/>				
Simple games	<input type="radio"/>				
Matching games	<input type="radio"/>				
Reading games	<input type="radio"/>				
Dice games	<input type="radio"/>				
Board games	<input type="radio"/>				
Draw and arrange games	<input type="radio"/>				
Other	<input type="radio"/>				

Q31. Which types of props do you usually use for playing games? (more than one option possible)

No props	Dice
Pencil and paper	Boards
Blackboard	Charts
Pictures	Matrices
Word cards	Other
Sentence cards	

Q32. In your opinion, what are the main benefits of using games? (choose up to 3 options)

Memorization of chunks of language	Informal language analysis
Improvement of pronunciation	Other
Creative use of language	

Q33. How often do you use the following props in your EFL classroom?

Never	Rarely	Sometimes	Very often	Always				
Bought puppets			<input type="radio"/>					
Home-made puppets			<input type="radio"/>					
Hand or finger puppets			<input type="radio"/>					
Rod or stick puppets			<input type="radio"/>					
Marionette or string puppets			<input type="radio"/>					
Bought puppets			<input type="radio"/>					
Shadow puppets			<input type="radio"/>					
Toys			<input type="radio"/>					
Objects			<input type="radio"/>					
Pictures / Photos			<input type="radio"/>					
Other			<input type="radio"/>					

Selecting Storybooks

Q34. How often do you use the following resources for selecting stories?

Never	Rarely	Sometimes	Very often	Always				
Coursebook – printed versions			<input type="radio"/>					
Coursebook – recorded versions			<input type="radio"/>					
Graded readers – printed versions			<input type="radio"/>					
Graded readers – recorded versions			<input type="radio"/>					

Authentic storybooks – printed versions

Authentic storybooks – recorded versions

Q35. What would be your main criteria for selecting storybooks? (choose up to 3 options)

The language used in the text

The length of the story

The amount of repetition

Educational potential

Motivation

Values

Global issues

The use of illustration

Layout

Learners' conceptual level

Learners' ability to concentrate

Other

Q36. How often do you use the following types of stories?

Never Rarely Sometimes Very often Always

Fairy tales

Fables

Nursery rhymes

Short stories

Q37. What would be your main benefits of using storybooks? (choose up to 3 options)

They develop appreciation and enjoyment of literature.

They represent language in memorable and fun context.

They provide variety of topics and linguistic structures.

They provide a starting point for various kinds of language learning activities.

They provide extra language practice.

Other

