# UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

*La Universidad Católica de Loja*

# ÁREA SOCIO HUMANÍSTICA

TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

MENSIÓN INGLÉS

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

TRABAJO DE FIN DE TITULACIÓN

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LOJA- ECUADOR

2015

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MAGISTER

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## DEDICATION

This research is dedicated to my mother, father, brother and sisters to my advisor Mgs. Alba Vargas for such great help in the process of the research. Finally, I want to dedicate this thesis to my friends for their friendship and encouragement, and all the people who supported me.

Germania Verónica

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ABSTRACT

The following research provides information about the use of supplementary material to teach young children in an EFL class. This study was conducted in a private school in Loja. The data was collected based on five variables, (visual, audio, audiovisual, realia and on-line supplementary materials), and by using techniques like observation, surveys and interviews. A total of 45 students were observed.

The approach of this study is qualitative and quantitative and the results were described, analyzed and interpreted in order to achieve the objectives set in the research. The results evidence that the visual and audio material mostly used in the classes observed are the white board and songs

Meanwhile the resources like pictures, posters and word cards show to be the list frequently use materials.

Keywords: supplementary materials, children, EFL clases.

# RESUMEN

La siguiente investigación proporciona información sobre el uso de material complementario para enseñar a los niños pequeños en una clase de inglés como lengua extranjera. Este estudio se realizó en una escuela privada en Loja. Los datos fueron recolectados a partir de cinco variables, (visuales, sonoros, audiovisuales, objetos naturales y en línea materiales complementarios), y mediante el uso de técnicas como la observación, encuestas y entrevistas.

El enfoque de este estudio es cualitativo y cuantitativo, y los resultados fueron descritos, analizados e interpretados con el fin de alcanzar los objetivos establecidos en la investigación. Los resultados evidencian que los materiales visuales y de audio más usados en la clase son la pizarra y las canciones.

Mientras tanto, el uso de recursos como fotografías, carteles y tarjetas de palabras muestra ser los materiales con menos porcentaje en lo que refiere a su uso.



Palabras clave: materiales complementarios, niños, clases de EFL.

# INTRODUCTION

The use of supplementary materials facilitates the process of teaching English when they are properly selected considering the pertinence and appropriateness. Undoubtedly, the use of didactic materials in an English class is fundamental to enhance learning. But it involves many aspects such as experience, financial resources, teachers 'attitude and motivation. However, not all what is used as supplementary material is selected suitably. Beside the use and quality of these didactic resources are subjects to be at the moment of deciding what material to use, being this what this investigation inquired.

Recent studies show that the use of supplementary materials in EFL classes make English learning more interesting and motivating. In addition, the use of correct aids for each class is a determinate element for a successful class.

Some researchers have tried to identify the positive aspects using supporting materials in EFL classes. Thus, a study conducted by Peacock (1997) was designed to explore the following questions: Does motivation influence the students' performance? Does interaction help in a successful way? and What kind of authentic materials help to contribute positively to knowledge acquisition? By answering these questions, the author concluded that learners were on task 86 % of the time when using authentic materials, and 78 % of the time when using artificial materials. The results showed that the use of authentic material in the EFL class directly influence on the learner's motivation; this resulting in better academic performance.

In other study, Shu –Mei chow, Jonas, Tsai, and Chuang (2010) focused their hypothesis on the effectiveness of supplementary materials to enhance students' language skills, and the influence of a foreign teacher to explore and expand listening and speaking skills. They affirm that listening and speaking are the most essential communicative skills

to be learned by Asian students. The information was collected through pre and post-test. However, they proved that a foreign teacher might be a useful alternative to enhance their listening and speaking proficiency. Having a Foreign instructor in the class positively influence L2 input, but also for more interdependence and student-centered learning when supplementary materials are implemented.

The limitation found in their investigation was that the strategy they used to prove that a foreign teacher may be a good choice to enhance listening and speaking experienced some changes and their strategy usage became so separate on individual level so a more consistent relationship was hard to be located in relation to the post test.

When Sumarni (2008) based his study on the set of realia materials, he investigated how realia materials influence the Students' increasing mastery vocabulary. In pre-test, the highest score is 87, the lowest is 40, and the mean score is 71, 58. While post-test the highest score is 97, the lowest score is 50, and the mean score is 75, 37.

Kelsen (2009) based his study on the use of YouTube as a supplementary material to improve learners' language skill with the purpose of investigating if this new material may serve as an important component of the language. The result showed that of the 69 students, the 56.5 % of the learners used YouTube reasonably and the 43.5 % of students had come in YouTube as a source of entertainment. However the majority of learners had not used its content to improve their language skills.

The previous studies gave rise to this research which is focused on analyzing the use of Supplementary Materials in EFL Classes and has as its objectives:

a) To identify and analyze supporting materials used for teaching children in EFL classes with the students of $4^{th}$, $5^{th}$ and $6^{th}$ grade at a private High School; b) to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of

pertinence (content), appropriateness (students' needs), and quality; and c) to determine the frequency and variety of the supplementary material used in the observed classes.

According to the investigation, didactic resources are useful for students and teachers because they can increase students' interest. As a result, the teacher created more motivating and interesting classes through the use of supplementary materials. Also, this study provides useful information that will benefit UTPL and its students in case they want to take this research any further.

Finally, this study can offer important information to guide further future researches, to improve English teaching process and to motivate teachers to use supplementary materials in their classes.

## METHOD

### *Setting and Participants*

The study about the use of supplementary materials for teaching English as a foreign language was conducted in a private school located in the city of Loja. The samples of this study included supplementary material used to teach English to children from 4th, 5th, and 6th grade ranging in ages 8 to 10 years old.

### *Procedure*

The literature review was the first stage of this study. It was the result of wide research on books, and internet sites to collect information about the use of supplementary material in EFL classes. Studies in this field were also included to provide background of the researched topic.

The quantitative and qualitative methods were used for providing descriptions, analysis and interpretation of the results which were obtained from observations made in the research field. The results were compiled through three formats of surveys to students and teachers. The observation sheets were focused on two functions; one of them being to know the supplementary materials used in class, and the other observation was designed to describe how effective and appropriate was the usage of supplementary material according to the students' age and level.

The students' survey aimed to know their opinion about the type of materials that teachers use and the possible materials that learners would like them to include. Likewise, the teachers' survey intended to have a general overview about the use of supplementary materials and its importance to motivate students to learn English.

Basically, all the information was collected through direct observations by using techniques like: photography, note-taking, and surveying.

Then, the data obtained in the different grades through qualitative and quantitative methods was analyzed and tabulated. The results obtained through observation are presented in five different charts. The first chart shows the frequency of the different kind of supplementary material used in the three grades, the second, third and four charts show the pertinence and appropriateness of each supplementary material used in each class of the three grades, and the last chart shows the total frequency of the usage of supplementary material in $4^{th}$, $5^{th}$, and $6^{th}$ grades.

These results were analyzed based on the descriptive method; through class observation to 4th, 5th, and 6th grades and some supporting studies or previous information to determine the pertinence, appropriateness, and quality of the pictures, posters, word cards, white board, exercise book, songs, stories and the learning styles applied by the teachers for each grade.

Finally, conclusions were drawn about the types of materials that were used the most and which ones were pertinent or appropriate during the classes observed; the study also meant to consider the age, level and motivation of the students in every class and likewise the quality of the didactic resources.

In the addition, recommendations were proposed about the use of the didactic materials to enhance learning and motivation.

# DISCUSSION

## Literature Review

English is widely learned around the world either as a second language (ESL) or as a foreign language (EFL). The use of supplementary materials has an important and specific role in the teaching - learning process, understanding, and production of a language. The use of didactic materials creates a more interesting classroom and motivates students to learn a new language. When a teacher selects the appropriate material for each lesson and uses it adequately, it fosters the learning, interest and classroom behavior of the students in their English learning process.

In order to ground, this study in theory the following topics will be included such as: teaching a foreign language, learners' age and motivation, learning styles and teaching techniques applied to students. Furthermore, the following topic is related to different contexts about teaching and the last topic is supplementary materials according to their definition, importance, role, and types of materials related to visual, audio, audio-visual, realia, and online variables.

### *Teaching a foreign language*

English as a foreign language is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. EFL is usually learned in environments where the language of the community and the school is not English and EFL teachers have the difficult task of finding the best teaching way.

However, the range of proficiency in the language around the world is broad, because it provides a set of advantages to human development.

In the modern globalizing world, many speakers acquire more than one language because of the necessity of communicating with other foreign people and creating a direct connection with other cultures, customs, technologies, business, and education (Patsy M. & Spada N. 2006).

Many countries have adopted English as an obligatory language for status and modern globalized curriculum rather than on account of substantive local and state requirements. English currently dominates the "foreign language" slot in schools and universities. Knapp & Seidlhofer (2009, p. 22) argue that "English brings social, economic and knowledge benefits." In other words, the foreign language is introduced in the school environ with the purpose of providing many benefits to students in a future professional life.

Saville (2008, p. 82) considers that "Foreign language is not widely used in the learners' immediate social context". In fact, Students have few possibilities to use the foreign language in their own environment. In other words, the opportunities to produce the language and improve it are limited.

However, in the educational system, the foreign language is commonly imparted in a classroom and practiced through games, activities, readings and other activities which can help to develop and improve the language learning.

Teaching a foreign language is focused on offering information to students in an interesting way, communicating passion for the English language where teachers use a wide range of course books, other materials, a variety of audio-visual aids, emphasis extra activities, and dialogue or role-playing to encourage the teaching learning process (Campbell & Kryszewska, 1995).

The relevance of second language learning is as critical as any topic having to do with the intricacies involved in any aspect of human learning. The goal here is to discuss a few things involved in foreign language learning and to provide a theoretical and empirical understanding for why the learning and teaching of foreign languages depends of extra materials.

*Learners*

learners are natural language acquirers; they are self-motivated to pick up language without conscious learning, unlike adolescents and adults. They have the ability to imitate pronunciation and work out the rules for themselves. Lightbown & Spada (2010) argue that the acquisition of a language is influenced by different factors related to the learning and production of knowledge. Those different aspects like the age, level, context, and motivation mainly influence the language learning process and its improvement.

Saville (2008) suggests that the age is an important factor to consider in the learner process because it determines what appropriate strategy or technique should be used to get a successful result without complications. Additionally, foreign language learning is much more a cognitive problem solving activity than a linguistic activity, overall. Sercu (2005) says whether the learners are young children, adolescents or adults; their English learning process depends on their motivation; whether their environment outside the classroom is target-language or mother-tongue; how heterogeneous or homogeneous the class is and so on.

It means that those different learners do not receive the information in the same ways because their ages are different. According to Harmer (2003, p. 37) "People of different ages have different needs, competences and cognitive skills" which shows that the materials and strategies need to be applied taking into account the age.

On the one hand, attitude is another factor that is involved in English as a foreign language, which includes affective and social aspects to increase the production of foreign language proficiency. According to Saville (2008), attitude is an important aspect that influences the learning of the foreign language, which is involved for naturalistic context and for normal classroom instruction. It means that it is one of the several factors which may help ultimately in foreign language proficiency.

On the other hand, personality is another factor that influences the acquisition of a foreign language. Some studies have shown that extroverts (or unreserved and outgoing people) acquire a second language better than introverts (or shy people), it seems also important for second language learners to develop

Personality place a crucial role when learning a second languages. As everybody knows, individuality is one thing and personality is another. Personality is built after one is born. What the soul has brought along is hands and legs and face, but not personality; this is made here on earth. Some hereditary factors that contribute to personality development do so but some potential environmental influences that help to shape personality (Wallace, 1995).

Learners who have an extraordinary and independent personality to interact and to learn in a better way are considered active learners, and students who are hurried, uninterested, and have little personal involvement are considered passive learners.

Conversely, Saville (2008) states that personality is divided into other personalities which influence on learning a foreign language. They are field dependent (FD) and field independent (FI), these two different personalities are determined through participating or interacting in the learning process. For example: individuals who have difficulty discerning a figure apart from the ground are judged to be relatively FD, and individuals

who have no difficulty are judged relatively FI. In other words, field independent are considered as global and holistic in getting new knowledge, and field dependent are considered as individuals more particularistic and analytic.

Attitude towards education is a very important affective variable to consider in the classroom. It refers to the individual's reaction to anything associated with the immediate context in which the language is imparted (Masgoret & Gardner, 2000). Attitude is strongly linked to motivation which can be defined as the driving force in any situation. The study of motivation has been a prominent area for research in teaching learning process for many years (Dörnyei, 2001). This interest may show the widespread perception of classroom teachers who tend to regard student motivation as the most important factor in educational success in general (Dörnyei, 2001).

Motivation becomes a crucial issue, which is created by teachers to influence the development of the proficiency level and the interest of the students. According to Lightbown & Spada (2010), there are two types of motivation in the English learning, which are instrumental and integrative motivation. They make a positive contribution on the foreign language acquisition through practical goals, personal growth and culture.

Wajnryb (1996) describes the instrument motivation as "wanting to learn a language through instrument and practical goals" and integrative motivation as "learning a language for reasons of understanding, relating to or communicating with other culture." According to the author, integrative motivation is more successful than instrumental motivation because learners have more interest in speaking and communicating with others rather than using it only in specific situations. This means that motivation grows depending on the interest level that the student has to learn a foreign language.

The motivation of the students depends on a set of factors that perceive their own accomplishment and improvement (Masgoret & Gardner, 2003). It means that motivation is related to materials and tasks that students do in and out of the classroom, Classroom methodology which includes fun and engaging methods, and relation to the students, to the classroom group as well as to the society at large. Motivation also affects how they view their teacher and power relationships with the educational institution, and their own anxiety, especially in classroom activities such as speaking and test-taking. Those factors permit a better environment to develop the learning styles to acquire a language.

*Learning Styles*

Learning styles are the ways we perceive and process the information. Perceiving relates to the way we notice the world and the way we see reality. Processing relates to the way we internalize an experience and make it our own. Some people prefer to perceive the world through concrete experience. These people perceive by sensing and feeling, and prefer to use intuition to solve the problems of a given task. They function well in unstructured situations. Other people prefer abstract on conceptualization.

Learning style is a specific method of education adapted to students according to their specific skills to acquire the best results in the learning and teaching process. Tomlinson (2011) mentions that people often have different types of learning context. The idea of learning styles is to know what particular types of interactions are the best for learning a language. Patsy & Nina (2011) explain about the different learning styles focused on the way of absorbing, processing, and retaining new information and abilities. They are visual, auditory, and kinesthetic models which are concentrated on different cognitive learner styles.

The visual model is mostly about reading, pictures, cards, photos and other visual tools in which the speaker reads and describes something according to what he can see or read. The auditory model brings up the learning through songs, conversations and listening by which learners can learn best "by ear". Finally, the kinesthetic model enable students to learn through toys, realia, and games. Thus people learn better through physical actions and manipulation of things.

People determine their own strong or weaker styles according to their experiences or aptitudes for learning something (Merrill, D. 2000). For example, students who write or note something in order not to forget it are showing a preferred visual channel (reading, and writing styles). On the other hand, if they learn much better speaking and listening rather than writing and reading, they are indicating a preferred auditory or aural channel. And when they learn or acquire knowledge through handling and manipulating instructional resources or active experiences, they are presenting kinesthetic channel (Saville M, 2008).

According to Harmer (2003), other models of learner styles influence learning in the following way: Converges model focuses on analytic and independent people who like to learn something with their own structure of learning. Conformist model focuses on people who emphasize the use of language but only practice the necessary. By the same token, concrete model refers to learning through experience and social aspects because they are interested in the use and the communication of the foreign language. The idea of individualized "learning styles" was created and popularized later by Howard Gardner's Multiple Intelligence Model.

Gardner (1993) offers a diversity of learning styles proposed in language education. He proposes eight "native intelligences," which are described as: linguistic, logical

mathematic, spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalist. These models improve the talents or intelligences through the use of materials in their own ways of learning.

However, the language learning is not limited to the "linguistic intelligence" mentioned because it needs "music, bodily activities, interpersonal relationships" to include all aspects of communication (Richards & Rodgers, 2007).

Since each student has a unique personality, each individual has a unique learning style. It is important to remember that there are no good or bad learning styles. Learning style is simply your preferred way of learning. It is how you like to learn and how you learn best.

*Teaching Techniques*

A technique is a description of steps, or a set of rules which can often be linked to a method or strategy. The use of methods, strategies, and techniques with supplementary materials (pictures, stories, games, activities, etc.) has given positive results in teaching and learning process. According to Krashen & Terrell (2000), there are some methods used to teach a language such as : the audio-lingual method (emphasizes dialogs on the teaching, listening and speaking), natural method (the exchange of questions and answers in the foreign language), and psychological method (refers to associate and exchange ideas associated with objects, diagrams, charts and so on.)

Richards, J. C. & Rodgers, T. C. (2001) states that the audiolingual method develops the language based on the repetition and memorization of the language where the teacher focuses on pronunciation as well as stress, intonations through the dialogues and activities to get a better level of the language. Harmer (2003) mentions that the object of audio lingualism is to form habits. When learners develop activities, they are constantly

learning and exploring new abilities by their own interaction. Another method is community language learning, which uses the language that the student wants to produce in the lesson.

Teaching techniques is focused on comprehension (preproduction), early production, and speech emergence by the learner. The use of supplementary materials applied to teaching techniques helps to develop communicative competence and to get successful results in the classroom. Richards & Rodgers (2001) state that "the objective of a method is to produce the language using effective techniques" Ur (2007) argues that a successful teaching process depends on a correct relation between material and techniques because it is one of the best ways to develop knowledge in a fun way. Both authors emphasize that the relationship between techniques and the use of materials are a fundamental part of language production. Also, it is important to consider the context in the teaching language process which promotes active engagement and participation of students in the classroom.

*Different Contexts for Teaching*

The context is the environment where the language production take place, which also includes cultural and social knowledge as part of the learning process. An appropriate context will in turn influence and determine how the teaching programs target and maximize student learning effectively.

According to Saville (2008), there are two levels of context that strongly influence the language learning such as micro social (social context through interaction and interpretation) and macro social (relating the learning process with the use of ecological, cultural, political context and education setting.)

Lightbown & Spada (2011) argue that the social context influences the language acquisition due to it creates an appropriate environment to make social activities, social interaction or cognitive development applied to active internal processes.

The social interaction plays an important role in the learning process, because it permits to develop better knowledge and abilities throughout background and knowledge experiences. Vygotsky's theory says, "Learners co-construct knowledge based on their interaction with their interlocutor or in private speech (Saville, 2008). The author talks about the intellectual and language development of the language which ascends as the result of social interaction. The zone proximate development (ZPD) could represent the context where students are capable of demonstrating a high level because it is guided by their teacher.

According to Holmes (2008), people from different social groups are influenced by social class, style and linguistic variation. In addition, when the speaker is involved in these types of environments it is more likely that all will influence in the learning process and in some cases one more than others. For example: in public and private schools there are different advantages or disadvantages due to their own different social environment or different contexts created by themselves or their social classes. In other words, the context develops an appropriate environment to produce knowledge which permits the learners to acquire and produce the language according to the place where they are learning and materials that they use to complement this learning process.

*Supplementary Materials*

Supplementary materials have an important role in the teaching process because they help to improve, understand and produce innate knowledge to acquire language. Hanin &Naanan (2011) considers that supplementary or additional materials are

important tools to contribute in an active class participation. They offer the opportunity of acquiring the language in a better comprehension for teachers and learners.

According to Tomlinson (2006, p. 12), "The role of supplementary materials is focused on complementing the knowledge to introduce special-interest topics and practicing language not covered by the course book." He considers that the use of materials inside or outside the class will be useful to improve skills, grammar, listening, speaking, and vocabulary through educational materials. McDonough & Shaw (2003) mention that materials allow the teacher to demonstrate a meaning word when an explanation is insufficient. Nowadays, the supplementary materials like visual, audio, audiovisual, realia and online resources performance represent an important role in the teaching of language.

Visual materials that help in teaching languages and that can be seen are called 'visual aids'. They provide practical solutions to the problems of a language teacher whose equipment, as a rule, consists of nothing more than books and classroom. They include white-board ( it is used for reading and writing for the learner), chart, maps, flash cards (these materials are very useful for presenting and practicing structures, vocabulary items and compositions),posters, pictures ( they may be used in place of things such as clouds, sea, mountain, sky, etc.),handouts, flannel-boards ( it is used where there is the need of presenting things in small pieces on very quick rearrangement of smaller units), power points or film strips(they can be used to convey meaning to teach reading on aids in oral and written composition.), and actual objects that facilitate the process of teaching. In addition, visual aids play a very vital role in language teaching. The main function of visual teaching material is semantic. It permits the learner to understand what he hears,

to learn the situation in which language forms are used and to associate his learning through repetition and limitation.

Audio category is another supplementary material which supports materialsand they can be radio, songs dialogues, stories, and tales. Audio-visuals category is another type of resource which is focused on hearing and seeing. They include television, videos, movies or documentaries. Woodward (2007) argues that audiovisual materials help the learners to understand languages by bringing them in direct contact with objects and things. Moreover, it aids the students in understanding different cultural backgrounds.

According to Jack (2001), "authentic" and "from-life" materials are useful in the classroom because they permit students to learn much better through signs, magazines, advertisement, and newspapers, or graphic and visual sources.

Moreover, Celce & Hilles (1988, p. 89) argue that "Realia combines the teaching education with the physical moment to foster student's interest". Otherwise, Chiarantano (2005) say that realia consists of actual objects or items or facsimiles thereof, which are used in the classroom to demonstrate and teach vocabulary or to serve as an aid to facilitate language".

Finally, the website is the new revolution material on our environment, which focuses the students' attention on a best result in the learning process of a foreign language. Laborda & Royo (2007) claim that teachers can use this material for gathering information for their classes, and teaching plans. The use of these sophisticated materials has helped in the teaching process.

The next studies are focused on the use of Supplementary Material to learn English as a foreign language which are related to the principal topic of this study.

Peacock (1997) carried out a study about the effect of authentic materials on the motivation of EFL learners. His purpose was to find out if the use of authentic material influences students' motivation. This information was discovered, analyzed, and described through data collection instruments such as: observation (on task behaviour, and self-report motivation), questionnaires (which measure levels of motivation and interviews for two learners each day). The author carried out this study in two classes of beginner-level students. The results showed that authentic materials improved meaningfully overall class motivation. Also, motivation significantly increased when the learners in this study used authentic materials.

Another study done by Shu –Mei Chow, Jonas, Tsai, and Chuang (2010) analyzed if the supplementary materials can be adopted to enhance college EFL learners' listening and speaking. This study seeks to know if the students' listening and speaking proficiencies can be upgraded with the interplay.

Four Listening and Speaking classes were randomly chosen from non-English major classes to participate in this study. They were students of Childcare (CC), Environmental Engineering (EE), Nursing (NR) and Computer Technology (CT). The former two classes served as experimental groups (EG) while the latter served as control groups (CG). Childcare was taught by a local Taiwanese instructor and EE by a foreign instructor from an English speaking country; both instructors coordinated their teaching, applying interventional mode to contrast our CG, taught by another foreign instructor, following the departmental syllabus, those results showed that EG significantly outperformed CG in their progress results, which demonstrated remarkable improvement as a result of applying supplementary materials into classroom instruction.

Finally, he concludes that having a foreign instructor in the class serves as a positive factor not only for L2 input, but also for more interdependence and student-centered learning when supplementary materials are implemented.

In the next study done by Sumarni, R.(2008) the goal was to understand how the use of Realia materials influence the increment of students' vocabulary. The methodology utilized was based in pre-test and post-test. They were applied in fifth grade students of SDN 0I Blimbing Ampelgading Pemalang. Finally, the result provided information about a post-test which is better than that of pre-test and the students have better memorization of the words using Realia objects to learn.

The use of websites as a supplementary material for practicing listening skills was studied by Lin, S., Winaitham, W. & Saitakham, K. (2005). The purpose of this study was to investigate students' views about the advantages of the use of websites to practice listening and to study their problems when using the previous mentioned resources.

Data was collected through questionnaires and semi-structured interview; therefore, the entire time-frame was 4 weeks. It took 50 minutes per student and a week in the practice hours of English II course at Suranaree University of Technology and the participants were 40 students to complete the open-ended questionnaire and 5 students were selected for in-depth semi-structured interview.

The results of this study was that the use of websites for practicing listening skills can help them to improve not only their listening skills, but also other skills and to create independent learning strategies. Most informants reported using the websites helped them to improve English listening skills and as a conclusion. The use of websites can be a good assistance for students to improve their language learning skills.

Finally, the study done by Kelsen (2009) investigated the use of YouTube as Supplementary Material. The collected data were analyzed through questionnaires, charts, video clips, textbook and internet. As a result, the author concludes that YouTube is a pop culture phenomenon primarily designed to interest people for entertainment rather than for education.

RESULTS

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

| Variable | Indicators | **Yes** | **No** |
|---|---|---|---|
| Visual | flash cards | | ✓ |
| | power point presentations | | ✓ |
| | Maps | | ✓ |
| | Pictures | ✓ | |
| | charts | | ✓ |
| | Handouts | | ✓ |
| | posters | ✓ | |
| | word cards | ✓ | |
| | white/black board | ✓ | |
| | Exercise book | ✓ | |
| Audio | Songs | ✓ | |
| | dialogues | | ✓ |
| | stories | ✓ | |
| | Tales | | ✓ |
| | | | ✓ |
| Audiovisual | videos | | ✓ |
| | Movies | | ✓ |
| | Documentaries | | ✓ |
| | | | ✓ |
| Realia | objects (toys, plants, fruits) | | ✓ |
| Online | Websites | | ✓ |

Author: Germania García Calle

Source**:** 4th (8 years old approx.), 5th (9 years old approx.) and 6th (10 years old approx.) 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 class | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. |
| Visual | flash cards | | | | | | | | | | | | | | | | | | | | |
| | power point presentations | | | | | | | | | | | | | | | | | | | | |
| | Maps | | | | | | | | | | | | | | | | | | | | |
| | Pictures | | | | | ✓ | ✓ | | | | | | | | | | | | | | |
| | charts | | | | | | | | | | | | | | | | | | | | |
| | handouts | | | | | | | | | | | | | | | | | | | | |
| | posters | | | | | | | | | | | | | | | | | | | | |
| | word cards | | | | | | | | | ✓ | ✓ | | | | | | | | | | |
| | white/black board | ✓ | | ✓ | | | | ✓ | ✓ | | | ✓ | ✓ | | | | | | | ✓ | ✓ |
| | Book | | | ✓ | ✓ | | | | | | | | | ✓ | | | | | | | |
| Audio | songs | | | | | | | | | | | | | | | | | ✓ | ✓ | | |
| | dialogues | | | | | | | | | | | | | | | | | | | | |
| | stories | | | | | | | | | | | | | | | | ✓ | | | | |
| | tales | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Audiovisual | videos | | | | | | | | | | | | | | | | | | | | |
| | movies | | | | | | | | | | | | | | | | | | | | |
| | documentaries | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Realia | objects (toys, plants, frui) | | | | | | | | | | | | | | | | | | | | |
| O | websites | | | | | | | | | | | | | | | | | | | | |

Author: Germania García Calle

Source: 4th (8 years old approx.) grade

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

| Variable | Indicators | 1st class | | 2nd class | | 3rd class | | 4th class | | 5th class | | 6th class | | 7th class | | 8th class | | 9th class | | 10th class | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. |
| Visual | flash cards | | | | | | | | | | | | | | | | | | | | |
| | power point presentation | | | | | | | | | | | | | | | | | | | | |
| | Maps | | | | | | | | | | | | | | | | | | | | |
| | Pictures | | | | | | | | | | | | | | | | | | | | |
| | charts | | | | | | | | | | | | | | | | | | | | |
| | Handouts | | | | | | | | | | | | | | | | | | | | |
| | posters | | | | | | | | | | | | | | | ✓ | ✓ | | | | |
| | word cards | | | | | | | | | | | | | | | | | | | | |
| | white/black board | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ | ✓ |
| | Book | | | | | | | | | | | | | | | | | | | | |
| Audio | Songs | | | | | | | | | | | | | | | | | | ✓ | | |
| | dialogues | | | | | | | | | | | | | | | | | | | | |
| | stories | | | | | | | | | | | | | ✓ | | | | | | | |
| | Tales | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Audiovisual | videos | | | | | | | | | | | | | | | | | | | | |
| | Movies | | | | | | | | | | | | | | | | | | | | |
| | Documentaries | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Realia | objects (toys, plants, fruits) | | | | | | | | | | | | | | | | | | | | |
| Online | Websites | | | | | | | | | | | | | | | | | | | | |

Author: Germania García Calle

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

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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. |
| Visual | flash cards | | | | | | | | | | | | | | | | | | | | |
| | power point presentation | | | | | | | | | | | | | | | | | | | | |
| | Maps | | | | | | | | | | | | | | | | | | | | |
| | Pictures | | | | | | | | | | | | | | | | | | | | |
| | charts | | | | | | | | | | | | | | | | | | | | |
| | Handouts | | | | | | | | | | | | | | | | | | | | |
| | posters | | | | | | | | | | | | | | | | | | | | |
| | word cards | | | | | | | | ✓ | ✓ | | | | | | | | | | | |
| | white/black board | ✓ | | ✓ | | | | | | | ✓ | | ✓ | | | | | | | ✓ | ✓ |
| | Book | | | | | | | | | | | | | ✓ | ✓ | | | | | | |
| Audio | Songs | | | | | ✓ | | | | | | | | | | ✓ | ✓ | | | | |
| | dialogues | | | | | | | | | | | | | | | | | | | | |
| | stories | | | | | | | | | | | | | | | | | | ✓ | | |
| | Tales | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Audiovisual | videos | | | | | | | | | | | | | | | | | | | | |
| | Movies | | | | | | | | | | | | | | | | | | | | |
| | Documentaries | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Reali | objects (toys,…) | | | | | | | | | | | | | | | | | | | | |
| Online | Websites | | | | | | | | | | | | | | | | | | | | |

Author: Germania García Calle

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

Chart five: Frequency of use of supplementary material.

| Variable | Indicators | 4th grade (8 years old approx.) | 5th grade (9 years old approx.) | 6th grade (10 years old approx.) | Total | |
|---|---|---|---|---|---|---|
| | | F | F | F | f | % |
| Visual | flash cards | | | | | |
| | power point presentations | | | | | |
| | Maps | | | | | |
| | Pictures | 1 | | | 1 | 3.03% |
| | charts | | | | | |
| | Handouts | | | | | |
| | posters | | | | | |
| | word cards | 1 | 1 | 2 | 3 | 12.12% |
| | white/black board | 5 | 7 | 5 | 17 | 51.52% |
| | Note book | 2 | 1 | 2 | 5 | 15.15% |
| Audio | songs | 1 | 1 | 2 | 4 | 12.12% |
| | dialogues | | | | | |
| | stories | 1 | 1 | 1 | 3 | 9.09% |
| | Tales | | | | | |
| | | | | | | |
| Audiovisual | videos | | | | | |
| | movies | | | | | |
| | documentaries | | | | | |
| | | | | | | |
| Realia | objects (toys, plants, fruits) | | | | | |
| Online | websites | | | | | |
| | TOTAL | 10 | 10 | 12 | 33 | 100% |

Author: Germania García Calle

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

## DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

### *Qualitative Analysis*

This section contains the qualitative analysis and interpretation of the results collected through the observations of ten English classes in the 4th, 5th, and 6th grades, sixty surveys applied to students, and two surveys applied to English teachers who work in the private school.

#### Fourth Grade

#### *Pictures*

During the third class, the topic to be taught was *the weather*. The objective of that class was to identify the pictures considering the kind of clothes related to *weather*.

For that class the teacher used pictures containing clothes items in order to the vocabulary and its correct pronunciation. After that, the teacher asked questions to the students about those pictures and what the meaning of each one was. Then, she stuck those pictures on the board to make students recognize the kind of clothes and when each one is worn. Subsequently, the teacher introduced other new questions about the types of clothes to wear on sunny, windy, and raining days; for example: the teacher showed the picture of a coat and she asked questions like; *when do you wear a coat*? She encouraged students to answer by using the vocabulary learned in the class. The teacher emphasized the use of the word *when* and she made students answer with long sentences using vocabulary depending on the *weather* that each picture represented.

The pictures were pertinent and suitable for children because they contained images about the topic that the teacher was explaining in that class. Additionally, the pictures were fun enough to motivate students to learn and to achieve the objective. This supplementary material was appropriated because the pictures were selected according to

the students, to improve the knowledge and writing skills. Each picture was related to the age and level of the students to make sentences with that vocabulary.

In relation to the quality of pictures, they all contained well-sized images, thus, the students could identify them without problems and all the pictures were focused according to the topic of the class. Furthermore, the material was new and all students could observe them without complications.

*Word cards*

In the fifth class observed the teacher presented the topic *sort of clothes,* whose objective was aimed at identifying the sort of clothes, writing and speaking in English with key vocabulary.

The teacher began introducing new vocabulary like pants, shorts, socks, hat, coat, dress, skirt, t-shirt, and shoes as the main vocabulary for that class using word cards. The teacher showed each word card to the students, she then read the word and they repeated the word after her three times. Next, the teacher asked the students to bring word cards with the vocabulary related to the kind of clothes to continue with another activity. After that, the teacher showed the beginning of a letter to students and they had to identify the correct word according to what they learned.

This material helped the teacher to develop the topic; it was beneficial to develop writing skills and to fulfill one's objective. For that reason, the use of supplementary material was pertinent in the sense that it was focused on the writing and vocabulary which objective was to identify each clothing item with the correct pronunciation. However, it was not according to student's age and level of knowledge because students were just repeating each word with the teacher but they did not recognize the vocabulary in the sentences provided in this supplementary material. That means that the supplementary

material was not convenient for teaching vocabulary or to identify the kind of clothes in sentences or examples.

This material was poor in design and color. Also, the words written by hand by the teacher were not clear to be easily read. According to the age and level of knowledge, the word cards were not appropriated on that English class because they needed more didactic issues to learn clothes and new vocabulary.

*White board*

In the first class observed, the teacher used the whiteboard as a supplementary material, the topic of the class was *Clothes*, and the objective was to identify and to practice the new vocabulary.

The teacher used the *white board* to draw the different kinds of clothes. For example pants, t-shirt, sweater, skirt, cap, and shoes. Then, the teacher wrote the name of each piece of clothing next to each drawing and she made students repeat loudly all vocabulary represented on the board. All the vocabulary was written on one side of the board followed by its meaning in Spanish. Next, the teacher provided examples as part of the grammar instruction. Later, the students wrote some sentences with the vocabulary acquired before, and some of the students took turns writing their sentences on the white board.

In terms of pertinence, the white board was an adequate material to develop the class about clothes because it helped the teacher to explain the vocabulary and to make sentences to recognize them. However, the use of material was not successful due to the level of knowledge and age of the students because they did not have a good English level to write a variety of sentences and the lesson was focused more on translation than on learning the new words. In addition, the teacher was not creative to teach the topic in a

dynamic way. (She neither use colors, a clean white board, nor wrote clear words to read) which resulted in a lack of motivation for the students.

For those reasons, the use of the white board was not appropriate in this lesson due to the lack of connection, creativity and motivation with the students in the class. According to Lightbown & Spada (2010), the *motivation* is an element, which influences and develops the level of ability in the student's attention through the teacher. In my opinion, the white board is an excellent instrument to work in class due to the interaction that it create among students and teacher. However, each detail should be positive and clear to understand the writing, good examples, and the use of color markers to be creative and to make an interactive class.

According to the quality, the white board was used in a simple form and without colors because the teacher did not use different markers to write on the board nor did she clean it to start the class.

In the second class observed, the topic was *the clothes and weather,* which objective was focused on the use of different kinds of clothes according to the weather.

The white board was used to write instructions about that class before starting it. At the beginning, the teacher related four specific colors with the different weathers that were written on the white board. For example, the yellow represented *sunny*, the white represented *snowing*, the color blue represented *raining*, and the color sky blue represented *windy*. Then, the teacher wrote the kind of clothes under those four categories and she explained the relationship between them and listed examples about the weather.

The use of the white board as a supplementary material was helpful to teach and to interact with the students and the new vocabulary. The students had the opportunity to go to the board and to draw clothes according to each weather. Meanwhile, other students

came up with sentences using the words learned and also the teacher asked some questions based on the class. According to the level and age of the students, the explanation was clear enough to understand. For that reason, the use of that material was appropriate and positive to teach clothes and seasons due to the categories related to the topic. When the teacher wrote about those four categories, she used the right vocabulary to make students comprehend the topic.

According to quality of the use of the white board it can be said that this material was used in a proper way; the teacher wrote with clear handwriting, she made a chart about different types of weather with colors and the clothes related to different seasons of the year. Then, the white board was cleaned to design the chart which was focused on visual learners.

In the fourth class observed, the topic of the lesson was *the clothes* and the objective was to answer questions using present continuous. For instance: *What are they wearing?*

At the beginning of the lesson, the teacher started recalling vocabulary about the kind of clothes taught in the previous class. Then, she asked students to describe what she was wearing in that moment. She listed the examples on the board and explained the grammar structure. Next, the teacher added two more sentences and asked students to read them aloud. Finally, the students described their garments.

The white board as supplementary material was appropriate to the students because it was concentrated on the students' age and level to describe the kind of clothes and what people wear every day. The teacher gave the examples using the right vocabulary to main the lesson more feasible. According to the use of the white board, the teacher wrote all the explanations including enough words so that everyone could observe and participate with

an activity related to the vocabulary. It is important to mention that the use of color markers motivated students.

In the sixth class observed, the teacher used the white board for teaching the use of the *verb to be* and the objective was to use this verb in context (present simple tense).

First of all, the teacher introduced the verb to be with examples on the white board to differentiate each one and their functions. Then, she wrote grammatical instructions about the correct use of *verb to be* with *personal pronouns*. After that, the teacher made a chart on the board explaining the meaning of verb to be *am, is* and *are.* Next, the teacher used examples with professions (teacher, doctor, nurse, student, bus driver, and police officer) for example: *she is a doctor*, or *they are students*.

The use of the white board was pertinent and relevant because the teacher explained clearly the verb to be with examples and sentences. Then, she completed a chart with the students´ contribution. Finally, she asked some questions focused on the topic and the objective of the lesson. Nevertheless, that material was not appropriate to the level nor age of the students because the teacher was not creative at the moment of explaining the class, and the students were not motivated with this lesson. What´s more most of the students were bored, which showed the lack of interest in the class.

Talking about the quality of the use of the white board, the teacher wrote a small title and the examples were written with just one color marker, which were not big enough for everyone to see.

In my opinion, the white board helped visual learners to understand the topic and to practice the reading skills through sentences written on the board, nonetheless, the students did not have enough motivation to pay attention to the explanation.

In the last class observed, the topic was the *past tense*, the objective was focused on the new vocabulary with *action verbs* and to answer questions in  past tense (what did they do yesterday, the last week or month?).

The teacher started by writing the grammar structure about the use of the *verb* in past. She wrote on the board one example in present tense and another in t past tense. After that, the teacher explained the difference between them and wrote five verbs in present and in past to make students understand the correct use of them. For example: the word *write* was used to make the sentence *she wrote a poem.* At the end of the class, the teacher wrote more verbs on the board and asked students to repeat them to enhance pronunciation.

The supplementary material was appropriate to the knowledge of the students because the vocabulary was clearly written and student were able to make sentences. As a result, they were not confused with the activity applied by the teacher and her explanation.

The quality of use of the white board as a supplementary material was appropriate in relation to the topic because the teacher provided enough vocabulary and grammar structure to develop sentences in simple past tense.

*Exercise book*

In the second class observed, the topic was *clothes*, and the objective was related to the practice of the vocabulary, reading, and writing skills.

After the explanation, the teacher recommended students to write the new words in their exercise books with their meanings in Spanish. They used of the *exercise book* to copy the most important vocabulary, to draw them, to write sentences related to the topic and to improve the writing skills. The use of exercise book as other supplementary

material was appropriate as students wrote the meanings of the words on it and. The usage of the book material was easy to manage and reinforced vocabulary.

*The* yes *no question* was the seventh topic; the objective of that class was focused on asking and answering questions about the clothes to develop their writing skills. After the explanation and examples that the teacher made on the board, the teacher asked students to write questions about the different kinds of clothes. Then, they drew each piece of clothing and wrote the description in their exercise book.

The quality of the exercise book was good since it focused on the writing and reading skills. It also improved their knowledge and ability to write sentences about the topic.

*Song*

In the ninth class observed, the topic was *verbs* and it was focused on recognizing each irregular verb through the song. The song was used to activate and reinforce student's prior knowledge about verbs. It was pertinent and suitable for learning English as a foreign language because students could sing and make each action that the song said in its lyrics.

Firstly, the teacher made an activity to remember some verbs and their meanings. Then, she read a lot each part of the lyrics and they repeated and pronounced after the teacher. Once the students repeated the song, all the students sang along while the music was playing.

The song was appropriate to the topic because the song contained a lot of verbs (eat, run, write, draw, sing and sleep), consequently, it gave students the opportunity to improve listening and speaking skills in a fun way. Moreover, it permitted students to practice the vocabulary according to the song. It was also convenient to the level and age of the

students because it was not difficult to follow and its lyrics were simple to remember and to practice inside or outside the class.

The quality of this song was excellent. The cd was in good condition and the teacher did not have any problems with the song, the lyrics had simple words and it was easy to pronounce them, hence, it was not hard to follow and children learned it quickly. However, some students were not auditory learners. Consequently, they did not pay attention to the song which made students lose their attention and interest in the class.

*Story*

In the eighth class observed, the teacher taught *verbs*; the objective was to develop reading, speaking and writing skills.

The teacher used a story (audio supplementary material) to practice listening skills and to improve their understanding of what they heard. First the teacher read the story, while she placed emphasis on each verb or unknown word when they appeared in the story. Students listened the story ones only in order to force them to understand it. The second time, the students were taking notes in their notebooks about all the information in the story. Finally, the teacher emphasized the pronunciation and intonation of the key words of the story.

This material was focused on the topic and the objective of that lesson because they could develop their own abilities through that story. Also, it was appropriate to that class due to simple vocabulary and pronunciation which made students learn and understand the meaning of some words.

According to the quality of that material the story was a funny short reading but the pictures were not very creative. However, the students could read without problems.

*Learning styles*

After analyzing the supplementary material used in the 4th grade, it can be said that the teacher considered visual, kinesthetic and auditory learning techniques as part of the learning styles to teach a foreign language. For example: the use of pictures, word cards, white board and exercise books were taken into a count as visual material because they helped students learn through visual objects, words, drawings or pictures to acquire knowledge, to motivate and to encourage students to participate in class. Besides, the use of music is considered auditory learning style because it reinforces the vocabulary learned and speaking skills. Furthermore, the use of a story is believed to be kinesthetic learning techniques because the student can learn through a reading and taking notes of the vocabulary

According to Patsy & Nina (2011) visual learning is focused on reading texts, pictures, cards photos, etc. For that reason, this material was positive to teach this kind of lesson. The use of exercise books in the class was designed for visual learners because they could see their notes or drawings to practice the vocabulary and sentences made by them. Also, the use of audiovisual materials as the song and story were another kind of learning style, which were focused on audiovisual learners. Harmer (2003) mentioned that the purpose of audio linguistic is to form habits. That is why when beginners were developing activities, they were constantly learning, exploring and repeating new abilities.

*5th Grade*

*Poster*

The topic of the eighth class was *family members* and the purpose was to recognize each member of the family and parts of the house from the poster.

At the beginning, the teacher stuck the poster on the board and asked students to tell what they saw in the poster. The teacher asked if they recognized who members of the family are and where each one of them is. Then, the teacher wrote the vocabulary and made students repeat each word with the correct pronunciation. Later, the students wrote some sentences to participate in an activity; for example: with the word *father*, the students made a sentence such as *my father is in the bathroom* or *my sister is in the bedroom.*

The poster as a supplementary material was pertinent because this material was showing members of the family and locations to give enough information and to understand some words. Also, it was appropriate for writing because the fifth grade students had the age and the level to understand the lesson.

This material was not a big poster as a result some students could not see very well and also it was not new. Nonetheless, the poster had members of family in different parts of the house and each image was clear to see.

*White board*

The teacher used the white board as supplementary material to develop writing and oral communication in class. It also help the students to focus on the topic, new vocabulary, and grammar structure.

In the first class observed, the topic of the lesson was *verbs* and its objective was based on simple sentences with the use of the prepositions *in* and *on*. First, the teacher wrote on the board the basic and simple verbs with their correct meanings. Later, the students read each word of the vocabulary and copied that information in their exercise books. After that, the teacher wrote a sentence on the board and she explained to students the grammar structure so that they could write some examples. For example: with the word *study*, the teacher wrote the sentence *she studies French in the morning.*

In regards to the correct use of supplementary material, the white board was pertinent in that situation because the students got the most relevant information through this material and it was not complicated to understand. They could write and read very well.

The quality of that material was positive for a better and fun English learning as a foreign language. The white board was clear at the beginning of the class because the teacher used two color markers and her handwritten was fairly big and creative to explain the class. Finally, the class was successful as it fostered new interest in the students. Tomlinson (2006, p. 12*)*, mentioned that to introduce special-interest topics and to explore the language the use of materials inside or outside the class are key to improving skills.

In the second class observed, the topic was *preposition of location* with the objective of identifying more prepositions and making sentences with them.

At the beginning, the teacher wrote some prepositions (*in, on, under, behind, next to* and *in front of*) on the white board and drew some representative graphics based on the use of each one of them. Then, the teacher explained when those preposition should be used and finally she made students repeat after her. The achievement of this material is focused on the interaction between the teacher and the students at the same time; it made a good connection between them, which was positive to develop the class in an interactive way. Ur (2007) argues that an effective teaching process depends on a correct relationship between material and techniques in the class. It was an appropriate material because it aided students to understand those prepositions in an easy way and through the visual method.

The white board was not clean at the beginning of the class, but the teacher cleaned it immediately. After a little introduction, the teacher drew some graphics to understand

the vocabulary. Also, the words written were big enough to read. It means that all the teaching process was developing correctly.

In the third class observed, the topic was *irregular verbs* and its objective was to recognize them and write sentences in the past tense.

The teacher started writing ten irregular verbs on the board with their meanings in Spanish. Then she changes the verbs to past tense in order to create sentences to be used in context. Next the teacher model the correct pronunciation of the verbs.

The activity was pertinent to the topic and objective of the class because the students could recognize the new vocabulary to participate. However, it was not appropriate for their English level and age of students because they were still confused with the vocabulary.

When the class ended, the students repeated each word with the right pronunciation.it is interesting to mention that they were bored at the end of the class. It means that this kind of activity should be used just for few minutes and not during the whole class. In addition, the teacher did not use more than one color to explain the class.

The new topic of the fourth class observed was *yes/no questions* and its objective was to ask and answer them with short answers. The teacher wrote the topic on the board and one incomplete question. Then, the teacher asked students to come up with the words that are missing to make sure they understood the explanation. After that, the teacher wrote on the white board the possible answers that could be used with those kinds of questions. Next, the teacher asked students to write their questions on the white board.

This material was pertinent because it enable the teacher to relate previews knowledge with the new topic. Also, it was used to show examples and to make students understand what the appropriate process was. It was a proper material to the level and age

of the learners because students were motivated to participate and to write their own sentences.

*Daily routines* were the fifth lesson of this class; the objective was focused on the use of verbs with daily routines. When the teacher started the class, she drew toothpaste, a bottle of milk, a book, and a lunch on the white board, and she began to describe her daily routines according to the drawings made on the board. Then, the teacher wrote some verbs about daily routines and asked the student to describe their habits using the verbs on the board.

The teacher utilized this material in a correct way to show verbs and some sentences focused on the topic. Also, it was appropriate to the age and level of students because the teacher used drawings and simple words to teach each verb and to do the correct description.

The quality of this material was simple and the teacher did not use different markers or another activity to be more explicit with the topic. However, this visual material help students to understand. That way, they were able to make the description and to participate actively in the class.

In the sixth observation, the topic was *Family tree* and it referred to the use of adjectives (tall, small, fat, thin) with family members as the main vocabulary. At the beginning, the teacher drew a big family tree on the white board and wrote four adjectives to describe each member. Then, the students read the words written on the board and they made sentences with each family member. For instance: the family member *father* was used as the first example to make the sentence *my father is tall.*

That activity was pertinent to the new topic because the teacher gave the main information to develop sentences and made students participate in class. Also, this

material was appropriate for the English level and the students' age to get much better results because the purpose was to give students a clear explanation so they could use the new language in real situations.

In the tenth class observed, the topic was about *when and where*. The objective of this class was to identify when those two words are used to make questions.

At the beginning of the class, the teacher wrote two examples to explain the use of *when and where* words which are used in questions. Then, the teacher asked questions with the word *where* and the students' answers were written on the board. This material was pertinent because teacher and the students interacted. Besides students found this class interesting and fun. Moreover, it was used according to the students' level and age. It led to get a better result.

*Song*

In the eighth class observed, the new topic was *adjectives*; the objective was to recognize the use of adjectives through the song.

In the first stage, the teacher introduced the principal adjectives as preparation activity for singing the song. Then, the teacher read the song and students paid attention to catch the correct pronunciation. In the final stage, the teacher played the CD and students sang the song four times.

The song was used to teach children some adjectives and their functions. As the song contained a large number of adjectives it was appropriate for teaching and learning the second language in a fun or different way. Furthermore, it was related to the topic of the class. The objective was accomplished and the class explored and practiced the language skill by singing the song.

*Story*

During the seventh class, the topic to be studied was *adjectives* and its objective was to recognize their meanings. The teacher read the topic and asked students to underline all adjectives that they could find in the story. Then, the teacher read the story while the students followed to get the correct vocabulary and pronunciation. Next, the teacher let the students read it alone.

However, this supplementary material was not pertinent to support the topic because the reading did not have more than three adjectives and it was focused on other kinds of grammar. On the other hand, it was appropriate to the learners' level and age due to use of simple words in the reading which made students understand the mean idea of the story.

The supplementary material was a little boring to some students because they did not have previous vocabulary to understand the story very well. Also, it was long to read and understand all the meaning so it did not motivate them to do the activity in a fun way. In addition, the material was focused on auditory learners because they could learn through listening activities.

*Learning Styles*

In regards to the learning styles, the teacher focused on the visual, auditory and kinesthetic style of learning English in exercises developed in her EFL classes. In the fifth year, the teacher used the whiteboard and a poster as visual supplementary materials, the use of a song as an auditory supplementary material and the use of story as a kinesthetic supplementary material focus on the level and age of the students to learn and to understand all the topics. The use of learning styles permit students develop their own learning strategies which includes the ways in which they learn and remember information, how they study for tests and how they make the best use of their learning strengths. Stewart and Felicetti (1992) express learning styles as those "educational

conditions under which a student is most likely to learn." Nonetheless, the visual, auditory and kinesthetic style are precise methods for some and ineffectual for others. It means that those materials were appropriate for both audio and visual learners.

*6th Grade*

*Word cards*

The topic of the fourth lesson was focused on the use of the modal *will*, which objective was to introduce the future through grammar explanation and some examples related to the topic.

The teacher began the class giving the explanation about the modal *will* and when this word is used. Then, the teacher presented some word cards about actions and she made students read them. After that, the teacher made an example with one word card. For example: with the word travel, the teacher made the sentence *they will travel next year*. Next, the teacher invited her students to make sentences with the remaining word cards using the modal will.

This material was focused on teaching new vocabulary and explaining new vocabulary and grammar through examples based on the topic. The vocabulary represented on each word card was focused on pre- intermediate level. Most of the students were 10 years old approximately, that is way it was suitable for their age.

In respect to the creativity of this material, the use of word cards was significant because while the teacher was showing each word card, students were trying to make sentences and participate in that activity. It was a good support tool to acquire new vocabulary and to develop speaking skills. For a better use of word cards as supplementary material, the teacher should introduce a game to encourage students to participate.

*The white board*

In the first class observed, the topic was the use of *going to* and its objective was to make sentences with present continuous. The teacher wrote on the board *going to* and asked students about their plans for the next week so they started to speak about that. While students were giving their ideas, the teacher was writing all their plans on the board. Then, using that information, the teacher asked students to make a chart in order to write long sentences using *going to*.

The pertinence of the white board was appropriate for the topic because the teacher made her explanation based on students' examples. The creativity or quality of the white board was positive because the teacher made a chart to explain the grammar instruction. It helped to teach visual learners much better and to motivate students to participate in that class.

In the second lesson observed, the topic was related to *the use of going to* and its objective was to practice and reinforce the grammar.

The teacher started writing an example on the board to review the last class. Then, the teacher made long schedule and asked children about the activities what they were going to do the next weekend. Afterwards, the students listened the plans on the board to write their plans.

The use of white board as a supplementary material to this topic was pertinent because it reinforced the last class and students could practice with the teacher and by themselves. However, it was not appropriate because most of the children were bored or doing other activities. It is important to mention that it was a large class and the teacher had problems controlling the discipline. The quality of white board was the size because all students could see the activity clearly.

In the fifth class observed, the lesson was predictions and its objective was the use of modal will to make predictions.

The teacher asked students to remember the use of the modal *will* in sentences. Then the teacher wrote an example on the board to remind students of the class. For example, *my mother will be my teacher*. Then, the teacher wrote four items for students to make some predictions with each one of them.

The use of white board was pertinent because the students understood the use of *will*; with the pre-information, they made predictions and wrote in their exercise books. However, it was not appropriate to the level and age of the students because some of them did not know a lot of verbs to make their sentences. So it was difficult to understand and develop sentences when working alone. The quality of this material was simple because it had only the main information to make the activity.

In the sixth class, the topic was the use of the modal *Will* and the object in this case was to make questions and answers with this modal.

The teacher began to write an example on the board, and she explained how to make questions with that sentence. Then, the teacher wrote some sentences on the board and asked students to change them to questions, they participated actively afterwards.

This material was pertinent because it was used to introduce to develop and to explain the topic. Nevertheless, it was not used properly because it needed to be more creative to increase motivation and writing skills in her students. Also, this material was used without colors and with limited information.

In the tenth and last observation, the topic referred to the use of *First, then and last*, and its objective was to apply those sequencers in a paragraph or description.

The English teacher wrote *first, then,* and *last* on the board. Then, she explained when they could be used, and what they meant. Next, the teacher wrote some examples to make students understand very well. Finally, the students wrote their own predictions using those three words. The use of the white board was appropriate to the age and level of the students because it provided key examples to make students participate in class.

The quality of this material was positive because it was written clearly and the teacher used all the board to provide the explanation more creatively.

*Exercise book*

In the fourth class observed, the topic was *the use of the modal Will*, whose objective was to prepare students to produce sentences with the grammar topic. At the beginning the teacher explained the use of *will* in order to activate and build grammar in a productive way. Then, the teacher asked students to draw a place where they wanted to travel in the future. They then had to describe it using the modal *will*. Later, the teacher checked their activities and made students read their writings.

That material was appropriate and positive to practice the vocabulary and grammar skills that they learned through this new topic and its functions. Furthermore, it was used according to the age and student's level which was good for a successful learning process. This material has the advantage that students have to do a lot of activities in the classroom.

*Song*

In the eighth lesson observed, the topic was to make some activities with the use of the modal *will*, whose objective was to develop reading and speaking skills.

The class started with some teacher's instructions. Students were required to read the song to find some unknown words. Afterwards, the teacher played the song and the students tried to sing following the rhythm.

This material was not pertinent to the topic of the class because it was focused on another kind of grammar or listening skills. However, it was suitable to change the environs and to encourage students to work because they were bored with the other material. The song was easy to sing and it was clear to understand. According to the learning style, this material is useful only for auditory learners.

*Story*

In the ninth class, the topic was *professions*, whose objective was to practice new vocabulary, reading skills and pronunciation through a story. Subsequently, the teacher previewed the vocabulary related to the story to start the reading. Firstly, the story was read three times and then she asked comprehension questions. Next, students drew their favorite part of the story.

This story was an excellent material to foster students' imagination and to explore reading skills because it had a lot of new vocabulary to practice and learn followed by a good sequence. For that reason, the story was appropriate to work in class due to the interaction that it develops between teacher and students. The reading was simple and easy to understand. Finally, students read the story one more time to get the most of it.

*Learning Styles*

According to the results, those materials were focused on visual, audio and audiovisual learners because the purpose of the teacher was to create and improve the knowledge of the students through their skills. In the sixth year of the school, the teacher used in her EFL classes visual supplementary materials such as the whiteboard and word cards ; therefore, she used the visual style of learning the foreign language that permitted students an excellent understanding of vocabulary and grammar exposed on these materials, and the classes were interactive and participatory. The use of other

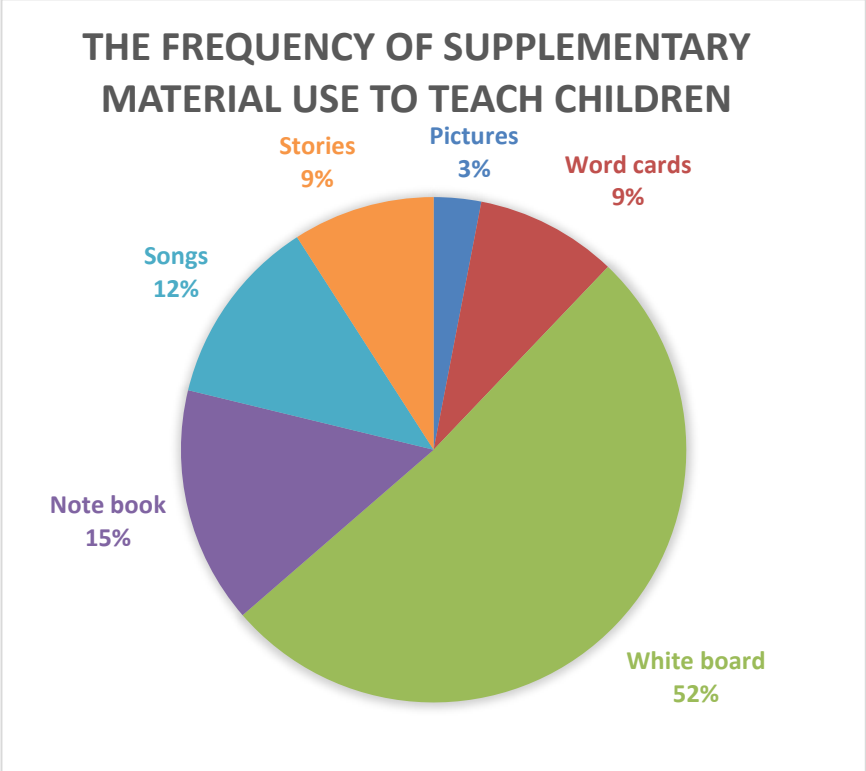
supplementary material is a song which is considered as auditory learning style because it helps to improve the new vocabulary, pronunciation and grammar structure through the music. Finally, it can be said that the use of a story and exercise book are useful for students who learn better through kinesthetic learning style because the students could read and take notes to understand and to learn English as a foreign language.

Campbell & Kryszewska (1992) mention that the use of materials may help students to understand, to motivate, and to work in class to develop the students´ language abilities and interaction with others. That means students are exposed to different learning styles to create a successful lesson.

## QUANTITATIVE ANALYSIS

The quantitative analysis is based on the results of classes observed and the materials found for this study; only 7 out of the eighteen materials were used in the 4th, 5th and 6th grades. These materials were identified for each age group; pictures, posters, word cards, whiteboards, exercise book, songs, and stories. The supplementary materials were separated according to the frequency.

Graph 1

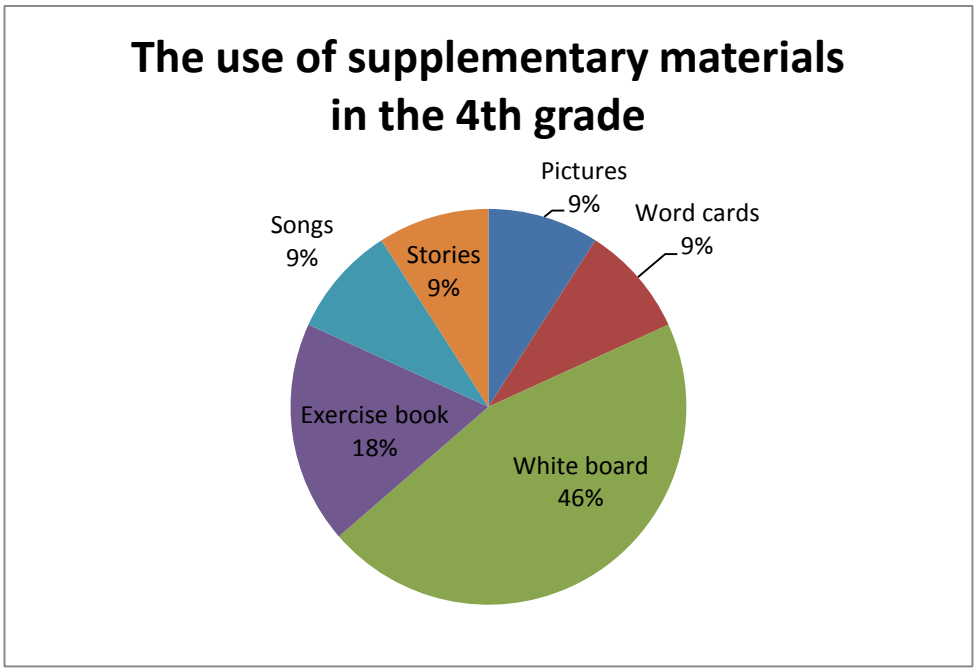



Author: Germania García Calle
Source: 8, 9 and 10 years old approximately

The graph 1 shows the frequency of materials used in the different grades (4th, 5th and 6th). The white board, word cards, notebooks, songs, and a story were the supplementary materials used in the classes observed. The material that was by far most frequently used in the thirtieth English class was the white board with 52%. It is mainly

because each class is equipped with a board as a supplementary material. On the other hand, the notebook was the second material most used in the classes with 15% which was used five times in the classes observed. The songs represent the third most popular material with 12% because it was used four times throughout all observations. The supplementary material such as stories and word cards were occasionally used for the time of classes observed with the 9% of frequency each one. However, the pictures were rarely used once during all classes observed with only 3% of frequency.

Graph 2

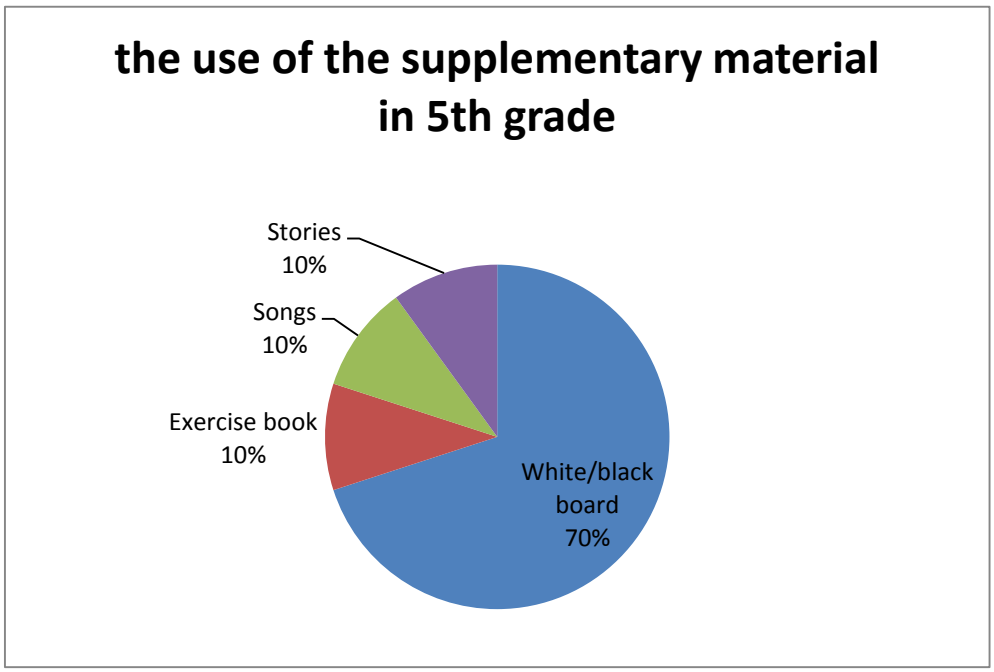



Author: Germania García Calle
Source: 4th (8 years old approx.)

The results in the graph 2 show the frequency of the supplementary materials used for fourth grade students during the tenth classes observed. The most frequently used supplementary material was the white board with 46% of use in relation to the other materials. The exercise book represents the second most popular material because it was used twice during the period mentioned with 18%. The supplementary materials such as

pictures, word cards, song, and story were only used once during the ten classes observed with 9% of frequency each one. The materials are tools, which are used with the purpose of facilitating and improving the learning and to make it more suitable for the students. (Tomlinson, 2011). However, in this analysis there are various materials, which influence motivation, and other important aspects in the final results which were not used.

Graph 3



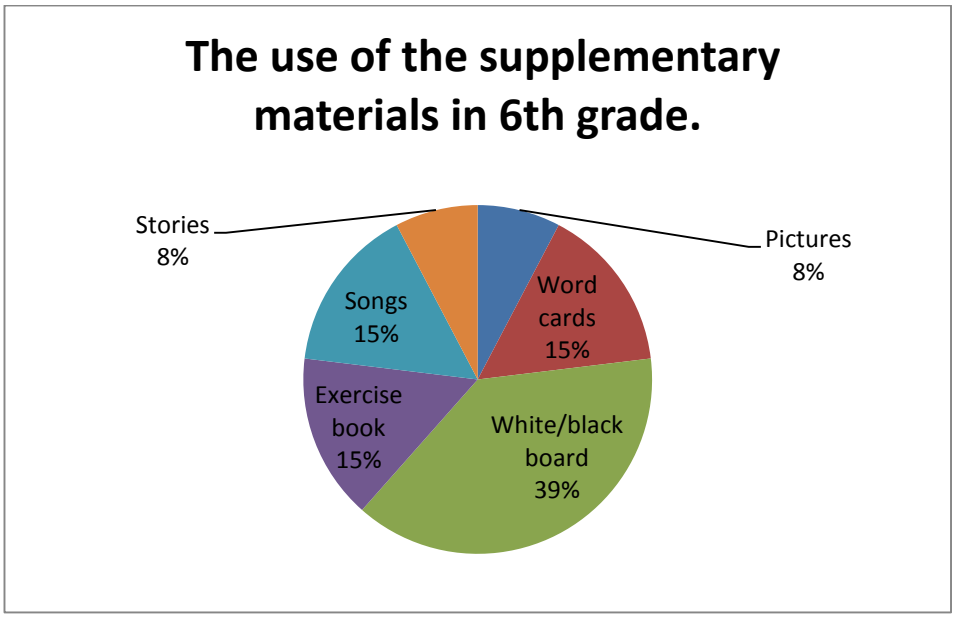

Author: Germania García Calle
Source: 5th (9 years old approx.)

On the other hand, in the 5th grade the use of supplementary material was little. The classes were not based on the use of white board than any other materials. The results show the white board is the most frequently used material because it was used in seven different classes observed with 70%. The word cards, songs, and story materials were used one time in all ten classes observed with 10% each one according to the frequency.

In this analysis the frequency of the white board was higher than in the other ones, with a difference of 70% versus 30%.

This result was less satisfactory than the classes analyzed before due to the variety of supplementary materials (pictures, word cards, exercise book, songs, and story), which were used twice in ten English classes observed.

Graph 4




Author: Germania García Calle
Source: 6th (10 years old approx.)

The observations made in the 6th grade show the frequency of supplementary materials used in ten classes. The use of the white board is by far the most used in all observations with the frequency of use 39%. The word cards, exercise book, and songs were used twice each one with the frequency of use of 15%. Finally, the teacher used the story and pictures one time out of ten classes observed. The frequency is 8% each one.

According to the analysis as a whole, the majority of the materials was used pertinently and appropriately for fourth, fifth and sixth grade because they were focused on a specific age and related to children's knowledge. Saville (2008) argues that the age is important to consider in the learning process. Another author discusses that the needs, competence and cognitive skills are developed depending on the age (Harmer, 2003).

Both concepts are true. However, there are other important factors that directly influence the learning process.

Motivation is another important factor that was related to these materials, which wake up the students' interest to learn more with a positive attitude. For that reason, the correct use of specific materials can involve students with the language in an interactive way. According to Lightbown & Spada (2010) there are instrumental and integrative motivations, which help to improve the knowledge through practical goals, personal growth and culture.

Otherwise, the supplementary materials focus on the auditory and visual models because the variables were pictures, posters, word cards, songs and stories, which were a successful support to develop these learning styles. According to Patsy & Nina (2011), the different learning styles are visual, auditory, and kinesthetic models, which are focused on absorbing, processing, and retaining new information. Another author says learning styles serve as indicators to respond to the learning environment (Tomlinson, 2011). Those theories help to recognize how the supplementary materials were used in the observed classes.

In addition, the teacher argued that the use of supplementary materials is important because it develops student's interest and they learn in a better way. However, they did not apply them during the observations.

# CONCLUSIONS

- The types of supporting materials mostly used for teaching children in EFL classes observed were visual (poster and word cards), and audio (song and stories).
- The supplementary materials used in EFL classes in this study were appropriate to students' level and understanding. Students enjoyed the used of that supplementary materials which showed important information to allow an easy understanding of the foreign language in their classes.
- The use of the whiteboard, pictures, word cards, exercise book, songs, and stories as supplementary materials were pertinent, because most of them were focused on the content and objectives that the teachers set for each English lesson observed.
- The most common supporting material used in the EFL classes was the whiteboard because it is easy to use and all classrooms were provided with one. Meanwhile, materials such as pictures, word cards, exercise books, songs, and stories were occasionally used.
- The supplementary materials no varied enough to match all the learners' styles. The visual learners were benefited because only two materials were used to auditory leaners and none of the material were suitable for kinesthetic learners.

## RECOMMENDATIONS

- The supplementary materials must be selected and designed taking into account the size, shape, content and the students' level to enhance learning to allow the students to get a good appreciate of the topic and the grammar learned in each EFL classes.
- The teachers should use online material children or kids are living in the technology world and they are perfectly capable of using it at any time.
- The teacher should be more dynamic and fun and should prepare their own material with dynamic colors or things because it creates a better environment for EFL learners.
- The teachers should consider all learning styles and identify their students´ learning styles to select the proper supplementary materials for their EFL classes, so that students can assimilate their classes properly and effectively.
- The educational authorities must provide the teachers with the enough resources because they need to prepare appropriate supplementary materials to improve the motivation and interest in EFL learners.

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# ANNEXES

**Annex A**

**OBSERVATION SHEET**

**TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )**

**DATE: _____ CLASS Nº___**

**GRADE: _____**

**TOPIC OF THE LESSON: _____**

**OBJECTIVE (S):**

_____

_____

_____

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

| | | |
|---|---|---|
| **Visual** | flash cards | |
| | power point presentations | |
| | Maps | |
| | Pictures | |
| | charts | |
| | Handouts | |
| | posters | |
| | word cards | |
| | white/black board | |
| | | |
| **Audio** | Songs | |
| | dialogues | |
| | stories | |
| | Tales | |
| | | |
| **Audiovisual** | videos | |
| | Movies | |
| | Documentaries | |
| | | |
| **Realia** | objects (toys, plants, fruits) | |
| **Online** | Websites | |

**Annex B**

## STUDENT'S SURVEY

**TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )**

**DATE: _____ CLASS Nº___**

**GRADE: _____**

<table>
<tr><th>PREGUNTAS</th><th>SI</th><th>NO</th></tr>
<tr><td>¿Te gusta el material utilizado por el profesor en la clases de Inglés?</td><td></td><td></td></tr>
<tr><td>¿Te ayudó a entender mejor el tema de la clase?</td><td></td><td></td></tr>
<tr><td>¿Crees que el material didáctico utilizado te ayuda a participar más en clase?</td><td></td><td></td></tr>
<tr><td colspan="3">¿Con que materiales crees que aprenderías mejor el tema de clase?</td></tr>
<tr><td colspan="3">
<table>
<tr>
<td>VISUALES<br><br>· flash cards<br>· diapositivas<br>· mapas<br>· gráficos o fotos<br>· tablas u organizadores gráficos<br>· hojas con actividades<br>· posters<br>· tarjetas con palabras<br>· pizarrón blanco o negro</td>
<td><br><br>( )<br>( )<br>( )<br>( )<br><br>( )<br>( )<br>( )<br>( )<br>( )</td>
<td>AUDIO<br><br>· canciones<br>· diálogos<br>· historias<br>· cuentos<br><br>AUDIOVISUALES<br><br>· videos<br>· películas<br>· documentales</td>
<td><br><br>( )<br>( )<br>( )<br>( )<br><br><br><br>( )<br>( )<br>( )</td>
<td>OBJETOS REALES<br><br>· objetos: (juguetes, plantas, frutas, etc.)<br><br>ONLINE<br><br>· websites</td>
<td><br><br>( )<br><br><br><br>( )</td>
</tr>
</table>
</td></tr>
<tr><td colspan="3">¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?<br><br>_____</td></tr>
<tr><td colspan="3">¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?<br><br>( ) siempre ( ) de vez en cuando</td></tr>
</table>

**DESCRIPTION OF THE USED MATERIAL:**

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

_____

_____

_____

Was it used appropriately in relation to the topic of the class? yes____ no ____ Why?

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

How do you consider the quality of the used material?

_____

_____

_____

**Annex C**

**TEACHER'S SURVEY**

**TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )**

**DATE: _____ CLASS Nº___**

**GRADE: _____**

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

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

Why?

_____

_____

_____

## Annex D

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

| Variable | Indicators | Yes | No |
|---|---|---|---|
| **Visual** | flash cards | | |
| | power point presentations | | |
| | Maps | | |
| | Pictures | | |
| | charts | | |
| | Handouts | | |
| | posters | | |
| | word cards | | |
| | white/black board | | |
| | | | |
| **Audio** | Songs | | |
| | dialogues | | |
| | stories | | |
| | Tales | | |
| | | | |
| **Audiovisual** | videos | | |
| | Movies | | |
| | Documentaries | | |
| | | | |
| **Realia** | objects (toys, plants, fruits) | | |
| **Online** | Websites | | |

**Author:**
**Source:** 4th (8 years old approx.), 5th (9 years old approx.) and 6th (10 years old approx.) 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 class | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp |
| Visual | flash cards | | | | | | | | | | | | | | | | | | | | |
| | power point presentation | | | | | | | | | | | | | | | | | | | | |
| | Maps | | | | | | | | | | | | | | | | | | | | |
| | Pictures | | | | | | | | | | | | | | | | | | | | |
| | charts | | | | | | | | | | | | | | | | | | | | |
| | Handouts | | | | | | | | | | | | | | | | | | | | |
| | posters | | | | | | | | | | | | | | | | | | | | |
| | word cards | | | | | | | | | | | | | | | | | | | | |
| | white/black board | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Audio | Songs | | | | | | | | | | | | | | | | | | | | |
| | dialogues | | | | | | | | | | | | | | | | | | | | |
| | stories | | | | | | | | | | | | | | | | | | | | |
| | Tales | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Audiovisual | videos | | | | | | | | | | | | | | | | | | | | |
| | Movies | | | | | | | | | | | | | | | | | | | | |
| | Documentaries | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Realia | objects (toys, plants, fruits) | | | | | | | | | | | | | | | | | | | | |
| Online | Websites | | | | | | | | | | | | | | | | | | | | |

**Author:**

**Source**: 4th (8 years old approx.) grade

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

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

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

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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp | Pert. | Approp |
| Visual | flash cards | | | | | | | | | | | | | | | | | | | | |
| | power point presentation | | | | | | | | | | | | | | | | | | | | |
| | Maps | | | | | | | | | | | | | | | | | | | | |
| | Pictures | | | | | | | | | | | | | | | | | | | | |
| | charts | | | | | | | | | | | | | | | | | | | | |
| | Handouts | | | | | | | | | | | | | | | | | | | | |
| | posters | | | | | | | | | | | | | | | | | | | | |
| | word cards | | | | | | | | | | | | | | | | | | | | |
| | white/black board | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Audio | Songs | | | | | | | | | | | | | | | | | | | | |
| | dialogues | | | | | | | | | | | | | | | | | | | | |
| | stories | | | | | | | | | | | | | | | | | | | | |
| | Tales | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Audiovisual | videos | | | | | | | | | | | | | | | | | | | | |
| | Movies | | | | | | | | | | | | | | | | | | | | |
| | Documentaries | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Realia | objects (toys, plants, fruits) | | | | | | | | | | | | | | | | | | | | |
| Online | Websites | | | | | | | | | | | | | | | | | | | | |

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

Chart five**:** Frequency of use of supplementary material

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

**Author:**

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

**Annex E**