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

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**Authors:**

Cuenca Marín, Marco Vinicio

Campaña Cansino, Maruja Carina

**Advisor:**

Mgs. Benítez Correa, Carmen Delia

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# CERTIFICATION

Mgs. Carmen Benítez

Certifies that:

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

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

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

Loja, March 2012

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Mgs. Carmen Benítez

Thesis advisor

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Cuenca Marín Marco Vinicio                                Campaña Cansino Maruja Carina

# DEDICATION

I dedicate this thesis to my family who always has been very supportive in every stage of my studies. An especial dedication, above all, goes to my Mother for her unfailing support and invaluable encouragement throughout my studies.

*Marco Cuenca*

This research study is dedicated to God who is always with me. I also dedicate this thesis to those beloved people who encouraged me during the development of this project: to my parents, my siblings, my husband Alex, who gave me all the support to continue with my studies,  and my little son Cristopher Esteban who is the inspiration in my life. I love you all!

*Carina Campaña*

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# CONTENTS

Abstract

This study is about the use of supplementary materials for teaching children in English foreign language (EFL) classes. Its purpose is to find out whether or not teachers use supplementary materials, and if they are used, how pertinent, appropriate, and qualified they are.

This research was conducted in a private school in Quito in 2011. The sample consisted of three EFL teachers, from grades $4^{th}$, $5^{th}$ and $6^{th}$. Data was collected through observation forms, questionnaires, and surveys. The general approach was both qualitative and quantitative.

During the process, thirty classes were observed. For the analysis and interpretation of results, on the one hand, qualitative analysis was done taking into consideration pertinence, appropriateness and quality of each type of supplementary material used. On the other hand, quantitative analysis was done to determine and analyze the frequency of supplementary materials used in the three observed grades.

The most important conclusion is that the three observed teachers used different supplementary materials such as flashcards, pictures, etc. which were pertinent to the content of the classes, suitable for the student's level, and qualified for the teaching and learning process.

Introduction

The use of supplementary materials for teaching children in EFL classes enables teachers to create meaningful contexts in which learners are provided with an opportunity for intense practice of the target language. That is to say, EFL teachers can employ a wide range of supporting materials, i.e. visual, audio-visual, realia, etc. in order to create an effective learning environment.

However, criticisms have been made that supplementary materials are not being used adequately or, in fact, at all by some teachers. For this reason, it was proposed to conduct a research on the use of supplementary materials for teaching English to children in Ecuadorian EFL classrooms with the purpose of finding out whether or not teachers use supplementary materials, and if they are used, how pertinent, appropriate, and qualified those materials are.

This study addressed specific objectives as follows: identify and analyze supplementary materials used in EFL classes, describe and analyze each one of the supplementary materials in terms of pertinence (content), appropriateness (students' needs), and quality (design and elaboration), and determine the frequency and variety of their use in thirty observed classes.

Conducting research on the use of supplementary materials in Ecuadorian EFL classes is very important since it will provide solid and useful information about the way these supporting materials are used to teach English to children.

Previous research has been carried out on the use of supplementary materials for teaching EFL. Villalobos in 2010 carried out an investigation to reveal whether the evaluation of listening comprehension of EFL students can be done by using audio or video material. The limitation found by Villalobos was the sample size since according to him, the number of participants (30) did not represent the entire group

of the students who learn English in the place where the research was conducted. For future investigation, nonetheless, the researcher states that this study will provide a qualitative and quantitative overview of evaluation of listening comprehension of EFL students.

Moreover, Chun and Ching in 2009 conducted a research to find out whether the reading comprehension of the low-level EFL students is facilitated by using pictures which convey the same meaning as the text. The researchers mentioned that the fact that the questionnaires were the only instruments utilized to elicit participant viewpoints on the effectiveness of visuals on reading comprehension to be a limitation in their study. Therefore, they warned that this limitation should be addressed in future studies.

In addition, Sumarni, an EFL teacher, in 2008 conducted a research to evaluate whether the use of realia is effective to improve students' vocabulary. In this study, the researcher identified students' difficulties in learning vocabulary and problems in every teaching action in the learning process. However, Sumarni limited the problem to simplify the research process.

Given the above background, it is worth mentioning that the direct beneficiaries of conducting research on the use of supplementary materials for teaching children in EFL classrooms will be the teachers and the students because the intended results will be for the teachers the reason for including a range of supporting materials which will assist in their process of teaching. As a result, the students will have more enjoyable and motivating EFL classes. Also, this study will contribute as a bibliographic resource to the improvement in the educational system of any EFL institution in Ecuador and to all those who are interested in teaching and learning EFL no matter where in the world they are.

In the process of this study, there were no limitations that suggest direction for future research.

Method

*Setting and Participants*

This research was carried out in a private school in Quito, Ecuador in 2011. The students of the school were boys and girls. The study sample was drawn from three teachers from grades 4, 5, and 6. This sample was appropriate for the purpose of the study since the three observed teachers have been teaching EFL for at least four years.

*Procedures*

In this investigation, bibliographic and field research were conducted. The bibliographic investigation was conducted both to provide theoretical support from previous and current research and to use it as the basis for description, analysis, and interpretation of results. The scientific content of the bibliographic research was critically evaluated and selected by consulting different books as well as some databases available on the Internet. The field investigation, on the other hand, involved observing thirty (30) classes, ten (10) in 4th, ten (10) in 5th, and ten (10) in 6th grades, over a five-week period in each grade.

At the end of each class, which was forty five (45) minutes long, two students were chosen at random to be interviewed. Overall, there were sixty respondents who participated in the interviews in which they were asked for their opinion about the supporting material used in the observed classes. In addition, a questionnaire was administered to the three EFL teachers with the purpose of asking them for their viewpoint on the use of supplementary material in their classes. Examples of these applied surveys have been included in the annex of this study.

The study method was both qualitative and quantitative. The techniques used in this research were note-taking, reading, and surveys. The instruments to collect

data were observation forms, questionnaires, and tables. One part of the observation form was used to identify the kind of supplementary material used in class and to determine if they were used appropriately in relation to the topic and objective of the class, students' age and level. Another part of the observation form was used both to determine if each type of supplementary material was elaborated and applied with creativity and originality and to know whether they aroused the learners' interest and motivation on the lesson.

Surveys, in turn, were used to identify the students' and teachers' viewpoints on the type of supplementary material used for teaching EFL in the classroom (see annex section). Tables, on the other hand, were employed to tabulate the information gathered. Three tables were used to tabulate qualitative data according to pertinence and appropriateness of the supplementary materials used to teach EFL to children, whereas one table was employed to display the percentages based on frequency of use of the supporting materials used in the three grades during the observed classes.

For the interpretation of results, on the one hand, a qualitative analysis was done to describe and analyze each one of the supplementary materials considering: pertinence in relation to the importance of the theme and aim of the lesson; appropriateness in terms of the students' level, age, and understanding; and quality which refers to design and elaboration of each type of supplementary materials used in $4^{th}$, $5^{th}$, and $6^{th}$ grades during the thirty observed classes. The variety of supporting materials used to cater to different learning styles in EFL classrooms was also taken into consideration within the qualitative analysis.

On the other hand, a quantitative analysis was undertaken to determine the differences in terms of quantity of each kind of supplementary material used in the observed classes. This means that the frequency as well as the percentages of the

supporting materials used in 4th, 5th, and 6th grades were determined and analyzed. This information is displayed in four charts (see quantitative analysis section).

Discussion

Literature Review

Supplementary materials are both fundamental and very valuable for teaching children in EFL classes. They allow students to develop their listening, speaking, reading, and writing skills (Tomlinson, 2011). Hence, EFL teachers use supplementary materials to facilitate the learning process of children and to make them study in a constructive and meaningfully way. Nonetheless, teaching EFL to children involves taking into consideration different theoretical concepts and topics which have been discussed and investigated by several methodologists, linguists, psychologists, teachers, etc. These concepts and topics as well as past research done on this theme are included in this section to better understand the purpose of this study.

*Teaching a foreign language*

Ur (1991) states that teaching a foreign language is a difficult process and involves dividing it into three components, presenting, practicing, and testing, which in the classroom must be encouraged by EFL teachers through adequate teaching techniques. He also points out that teaching a foreign language involves taking into consideration the methodology, the planning of the lesson, the management of classroom discipline, and the provition of important themes.

Regarding children, Ur says that when teaching them a foreign language, the teacher and the materials must be a source of motivation since they need to be motivated immediately in order to efficiently learn. For example, EFL teachers may use attractive and colorful visual aids such as pictures to engage children with a great input to awaken their interest in learning a foreign language. Ur also mentions that teachers can tell children stories in the foreign language to supply them with a simple

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and rich input of the target language. Moreover, children can be taught with games; however, EFL teachers must design games in which children are interested in investing time and effort in playing them. By using visuals, stories, and games, teachers supply visual and aural channels; hence, children's language production is activated to learn a foreign language effectively (Ur 1991).

Phillips and Maley (1999) point out that teaching English as a foreign language to children involves considering their stage of development. For instance, they consider that it might not be adequate to engage a child with an activity demanding great control of spatial orientation when their ability to do such a task has not yet developed. In the same way, if children of 11 or 12 years start learning EFL and are asked to do a task regarded as childish, or bellow their knowledge level, although it is linguistically appropriate, they will not be willing to carry out such a task.

Moreover, Phillips and Maley say that to get children very motivated and stimulated to learn EFL in an enriching and enjoyable experience, teachers must provide achievable tasks suited to their abilities. These tasks should encourage children enough to make them happy with their work. Furthermore, listening activities should be used more than writing activities to teach EFL to young children.

In addition, Kang (2006) mentions that teaching English as a foreign language to children is a dynamic field which encourages EFL teachers to look for efficient ways of teaching in order to take advantages of the early creativity of young learners so that they can be good English speakers. Also, it is important to state that children are able to concentrate for a short amount of time and their physical energy is great; in fact, they are interested in physical and tangible things.

Kang, furthermore, states that to attract children' s attention and to involve them in interesting activities which help them to learn a foreign language in an understandable way, teachers can use visuals, realia, etc. and tasks including any type of movement. Moreover, connecting the activities to each other to support the language teaching process is useful to encourage children to "think critically" and to have them use EFL "in a meaningful context and in new and complex ways"; hence, teachers must create appropriate situations that allow them to teach moving from one activity to others related to context and to language (Kang, 2006, p. 4).

*Learners*

According to Ur (1991), the age is a factor that makes learners different from each other; for instance, drawing on the experience of many people, it is assumed that young children learn language better in a foreign environment; however, evidence shows that older students learn more successfully when their amount of input to a foreign language is the same as the younger. Ur also says that in the context of formal courses, children show a lack of capacity for comprehension and logical thought whereas adults are able to engage with abstract thought and may own some learning skills and strategies that children lack. Children's span concentration, moreover, is short while older learners have a longer concentration span due to their self-discipline.

In addition, Ur points out that apart from age, there are other factors that make learners different, and they must be considered by the teachers when instructing pupils. Among these factors are the level (beginner, intermediate, or advanced) of the learner, the aim of studying the language, the way the learners are motivated, the target or mother language spoken outside school, the heterogeneity or homogeneity

of the class, the size of the class, preferred learning style, personality, interests, and cultural background of the learners.

As pointed out by Harmer (2001), although children up to the ages of nine or ten do not understand individual words, they respond to meaning. Their learning is indirect instead of direct; that is, not only the main focus of children is to learn from the precise topic being studied but also to learn from their surroundings since their curiosity for the world around them is displayed by an enthusiasm for learning. The attention and approval of the teacher is crucial. Thus, explanation as well as what they see and hear play a huge role in their understanding.

With regard to adolescents, Harmer states that the identity of adolescents is made from classmates and friends. Also, he says that teachers may be pushed to the limit; nevertheless, when challenges are met, teens are glad since their capacity to learn and potential for creativity is great. Indeed, teenage students may be regarded as a cause of discipline problems in class; however, when such problems do not exist, it is true that they are very happy and willing to give their time and energy to things that interest them (Harmer 2001).

Regarding adults, Harmer points out that they are capable of analyzing language in an abstract way. Their enriching life experience is something to take advantage of. For instance, adults' rich experience in the classroom gives teachers an opportunity to use many different activities with them. Their expectations for the learning process may encourage adults to hold their own strategies for learning. Also, adults' understanding of why they are studying and what to perceive and assimilate is clear unlike young children and adolescents. As Harmer mentions, in general, adults are more disciplined than some teenagers.

Moreover, Griffiths (2008) states that affective factors make children superior to develop in language. On the other hand, it is said that children's knowledge of culture is limited compared to adults; therefore, social distance seems to affect adults more than children. Younger learners might substantially be motivated to succeed in learning a language whereas maintaining a different accent makes adults happy. They, in fact, may intentionally do it with the objective of retaining their identity. In turn, the need to be accepted by their peers encourages young learners to get highly motivated.

Griffiths, furthermore, states that when starting to learn a new language, older learners are able to rationalize it and utilize the patterns of their native language to communicate immediately; consequently, they learn faster than younger learners. Another factor that affects learners, depending on their age, is the learning situation which varies from naturalistic (home,) to a formal context (classroom).

Griffiths also points out that the ability of the students to learn might highly be affected by several individual variables. These variables include gender, culture, attitude, beliefs, motivation, aptitude, autonomy, previous learning experience, and personal factors including family, job, and health.

*Motivation*

As defined by Harmer (2001), motivation is a type of internal drive pushing someone to do something in order to reach an aim. When discussing about motivation, it is referred to as extrinsic and intrinsic motivation. Extrinsic motivation is related to different outside factors, i.e. when students have to pass an exam or when they want to travel abroad, etc. By contrast, intrinsic motivation refers to students' inside stimulus; for instance, enjoying the learning process or desiring to feel better makes learners motivated.

In addition, Harmer mentions that it is important to consider that when students start the first class at any level and age, they come to the class with a different level of motivation; accordingly, the materials and the way teachers use them in a class play an important role to get learners motivated.

As suggested by Ur (1991), to make children learn effectively, the teacher and the materials have to immediately motivate them. He affirms that elements contributing towards intrinsic motivation are, on the whole, more effective in spite of the fact that prizes and similar extrinsic rewards can help. If these elements are based on an appeal to the senses or activate the children in speech or movement, they are probably more effective.

On the other hand, as pointed out by Griffiths (2008), it is challenging for teachers and learners, say, children, adolescents, and adults to find ways of sustaining motivation during the process of learning a language which is usually hard. Hence, motivation must be regulated through appropriate skills and strategies developed by both teachers and students.

*Learning Styles*

Ernest (2008) defines learning styles as the different changes in the learners' ability to acquire knowledge and to use it in a determined way. The three main learning styles accepted for most researchers according to Ernest are visual, auditory, and kinaesthetic. Visual learners assimilate knowledge through pictures, diagrams, etc. Auditory learners, in turn, are both good at learning through sounds, music, discussions, lectures, etc. and at giving oral presentations and reports. On the other hand, kinaesthetic learners are those who learn better by touching, by moving, by doing, and by acting out.

Moreover, Harmer (2001) mentions some learning styles such as convergers, conformists, concrete, and communicative. Converger students, for instance, are those whose preference is working alone, but they are confident in their abilities. These learners are analytic, cool, pragmatic, and like to impose their own structures. Conformists, on the other hand, are learners stressing the emphasis of learning about language over language to use it. These learners like to work in a non-communicative classroom. In contrast, concrete learners are those whose interest is the use of language as a means of communication instead of the system of language itself.

As for concrete learners, Harmer states that learning from direct experience and participating in group work activities makes these types of learners happy. On the other hand, a motivating source of interest for communicative learners is to interact with other people of the language being learned. These kinds of learners are willing to work without the teacher's guidance.

In addition, Wright, Betteridge, and Buckby (2006) mention types of learning styles such as analytical, who are those learners engaging with the analysis of the language forms and rules to correctly use them, dramatic, those students who learn by connecting the language with drama and storytelling, and creative, those pupils using the language creatively. Furthermore, Wright et al. state that sometimes the same learner may wish to be analytical and at other times may wish to be dramatic.

*Teaching Techniques*

Harmer (2001) points out that there are some techniques that can be used by teachers to get learners to understand how the meaning of a language form is used and how it is constructed. He says that demonstration is a technique that teachers can

use to show the language forms. Here teachers model the languages themselves so that learners can learn through a situation showing the languages in action.

Also, explanation is a technique used when teaching the construction of the language; such a construction can be explained in diagrams by using the board or an overhead projector. According to Harmer (2001), it is important to mention that with the explanation technique, teachers must take into account the level, the age, and the preferences of their learners as well as the language forms they are working on.

Harmer says that immediate creativity is another technique teachers can use to have learners practice what they just learned. For instance, when an understanding of the meaning, use, and constructions of the language form is evident, learners can be asked to create sentences of their own to consolidate knowledge.

Harmer goes on to say that accurate reproduction is a technique used to successfully teach new language forms. Here, in a controlled way, the students are asked to repeat new words, phrases, or sentences, and teachers correct them when errors or mistakes are made and show approval when a language form is used adequately. Teachers can also use the check questions technique to evaluate learners' understanding of the meaning as well as the use of a new language form. Harmer also says that discovery is a technique used to motivate learners to discover and to understand new language forms or grammatical content in a text so that they can learn by themselves.

According to Pinter (2006), the techniques and suggested ideas below can be used to teach EFL to children. For instance, using the discussion technique, in relation to the understanding what language learning means, teachers may discuss with children about the time it takes to learn a language, the importance to practice, or why mistakes are made by all learners. Moreover, Pinter suggests that in the

classroom teachers can use the encouragement technique to motivate children to think of what was done well and why, and what was enjoyed and why. Later, when children are capable of thinking about the reason for carrying out several tasks; they then can be encouraged to do so in order to learn from each learning experience.

Pinter (2006) also says that the praising technique may be used to raise the self-esteem, the self-confidence and to increase the motivation of children as well as to provide positive feedback. Teachers can also use the guessing technique to train children to guess the meaning of unfamiliar words, to remember words in a list in order to help their memory.

In addition, Williams (2010) points out that techniques such as modeling lessons on a whiteboard in class, using dramatic facial expressions, and establishing sound as signals to stop and listen can be used by teachers to successfully teach EFL to children. All of the above described techniques must be used taking into account the level, understanding, and age of the learners.

*Different Contexts for Teaching*

As stated by Broughton, Brumfit, Flavell, Hill, and Pincas (1980), EFL is usually taught widely in schools. It is due to that when children learn a foreign language there; they become more total members of society through the major areas of school curriculum. As a result, for most teachers the primary focus of attention in school is the classroom because it is where most learning and personal encounters occur. Moreover, as Littlewood (1998, p. 44) mentions:

> The classroom is also a real social context…, where learners
>
> and teachers enter into equally real social relationships with
>
> each other. The structure and skills that a foreign language
>
> learner acquires during classroom interaction can later be

transferred to other kinds of situations. This is particularly

important for young school learners, who do not yet have a

clear perception of the situations in which they eventually

need the foreign language.

Two contexts for teaching EFL according to Gebhard (1996), are countries where English is a foreign language and where it is a second language (L2). According to him, the main reason why children study in EFL countries is to pass English entrance exams with the aim of entering good high schools and universities. For this reason, they are taught to analyze and to understand English in the context of such as entrance examinations rather than being taught to communicate in English.

Gebhard, nonetheless, states that in these EFL contexts, students also learn English to appropriately communicate with others. For instance, some learners may wish to travel, to live abroad, to do international business, to work translating simultaneously, and to work in the world of tourism. In contrast, he states that for those learners studying in ESL contexts, i.e. language institutes, the goal is to pass entrance exams such as the test of English as a foreign language (TOEFL).

According to Pinter (2006), there are many contexts in the world where children who begin to learn EFL do not have the opportunity to become completely involved in an English environment to practice what they learn. That is, they learn EFL as any other subject such as maths, science, and other subjects that are part of the school curriculum; therefore, children do not use English as a means of making friends or fitting into a new school or culture.

Moreover, Pinter points out that the circumstances of learners studying in non-English environments are very different compared to those who start a new life abroad, and that this can be seen in both in the lack of children's opportunities to

speak or to communicate in English outside school while studying in a non-English environment and in the lack of learners' motivation to study English and to use it.

*Supplementary Materials*

Drawing on Housborgh, (2011); Spratt, Pulverness, Williams, (2011); and Ur's (1991) definition, supplementary materials are devoted to supplement and to support the main course as well as to contribute to language learning when adapted to the needs of a specific class. Supplementary materials include charts, worksheets, flashcards, teacher's resources, web materials, etc. which are used by teachers to have learners constructively and actively work during the class (Spratt et al., 2011; Ur, 1991).

Furthermore, Spratt et al. state that supplementary materials are used to provide learners with extra practice through the provision of something which the main course book lacks and fill the learners' needs as well as their interests. Thus, learners have the chance to add variety to the learning process so that they can develop their listening, speaking, reading, and writing skills.

*Visuals*

As stated by Gower, Philips, and Walters (2005), visuals make the lesson more interesting by making it lively, by illustrating the meaning of words, by facilitating learners understanding, by eliciting language that is already known, and by allowing teachers to check students' comprehension. Visuals include pictures or graphics in the form of flash cards which a teacher uses in a class to help teachers make learners pay attention to the lesson (Gower et al, 2005; Harmer, 2001).

Moreover, Ur (1991) says that teachers realize that children use visuals very often, so this type of material is invaluable, especially for younger learners. He also

points out that pictures are the best kind of visual material to teach children; consequently, it is better if they are clearly visible, striking, and colorful.

*Audio*

Gower et al. (2005) state that audio is a good source of spoken language and a very useful tool that teachers use in the classroom to make learners develop their listening skill. Moreover, Harmer (2001) mentions that audio materials are ideal for learners and help them acquire extensive and intensive listening skills. According to him, extensive and intensive listening allows students to be exposed to a great deal of spoken English in order to improve their pronunciation and to learn good speaking habits. Thus, audio materials make learners benefit from acquiring a considerable and significant language input.

*Audiovisual*

Gower et al. (2005) and Harmer (2001) point out that audiovisuals facilitate listening and speaking practice since students look at situations for beyond the classroom and can see language in use through facial expressions, gestures, and physical background. Furthermore, Ur (1991) states that audiovisuals are an excellent means of getting attractive, motivating, and authentic language material which can be used as a teaching aid.

*Realia*

Sprat et al. (2011) and Gower et al. (2005) point out that realia include photographs, articles of clothing, kitchen, utensils, items of food, real texts such as menus, timetables, leaflets, etc. which are used to assist pupils learning. Furthermore, as stated by Harmer (2001), lifelike objects help beginners, especially children, understand what the words mean. For instance, teachers can bring to the classroom objects such as plastic fruits, cardboard clock faces, or two telephones to encourage

phone conversations. In addition, he points out that intrinsically interesting objects can be used to develop different language activities of communication, i.e. students can be shown an object with an obscure use, and the teacher can ask them to speculate what such an object is for.

*Websites*

Harmer (2001) states that by using web sites both teachers and students have an excellent source of authentic English. Students of EFL, for instance, can use web sites to send and receive emails, to perform exercises, to browse various kinds of articles to read, to play games, etc. Thus, they can learn and practice English.

Additionally, Harmer says that teachers can plan some of their lessons around websites, i.e. they can assign students to look for different newspapers written in English to select the most interesting topics and to see how they are told. It may also be required that learners look up film reviews in order to be chosen with the whole class which is the best to see. Indeed, teachers can use websites to approach the lesson with variety in the process of teaching (Sprat et al. 2011).

At this point, it is necessary to mention that it is widely accepted that the use of supplementary materials to teach EFL plays an important role in both successful language learning and teaching. This statement is based on a wealth of research conducted by many researchers who have shown that these kinds of materials make the learning process easier for learners and allow teachers to succeed in teaching a foreign language. Some of these studies are the following:

Sumarni, an EFL teacher, in 2008 carried out an action research in an elementary school in Surakarta. The purposes of this study were to describe the implementation of teaching English vocabulary by using realia and to find whether diagrams increases the students' vocabulary. This research involved the fifth grade

students of SDN 01 Blimbing Ampelgading Pemalang. The information was collected by observing learners' performance while they were being instructed, by applying a pre-test and post-test, and by interviewing them.

According to Sumarni' s conclusion, the comparison between the score of pre-test and post-test showed that using realia to improve students' mastery vocabulary is effective. The researcher suggests that this study can be used as a model to conduct other researches through the use of different perspective and different objects. She also recommends that EFL teachers use many other supplementary sources to improve students' knowledge when teaching them vocabulary.

Another interesting action research, conducted by Hsu in 2011, took place in a college in Southern Taiwan.The purpose of this research was to determine how the use of YouTube video clips in composition class narrow the gap between the passive and active vocabulary of EFL learners.The sample consisted of 101students who had been studying English for about 8 to 9 years, at the low- to high-intermediate proficiency levels. Data were collected through a t-test, ANOVA, and videos for writing topics.

In this study, Hsu concludes mentioning that the success of the aim of increasing useful vocabulary can be done with the combination of easily accessible YouTube videos and writing tasks. Besides, the researcher also says that writing courses can be more productive with the provision of audio visual materials to consolidate less frequent vocabulary use.

Moreover, Chun and Ching in 2009 conducted research in a Taiwanese English Foreign Language College. The goal of this study was to examine how pictures in contexts help to enhance the low-proficiency EFL college students' reading comprehension. This study involved 95 (49 male and 46 female) EFL college

students of first-year with low proficiency on the reading comprehension study. To collect data, the researchers used two reading texts, three pictures, a translation task, and a questionnaire.

Based on the results, Chun and Ching draw conclusions stating that the reading comprehension of the low-level students was greatly facilitated when the pictures and the text carry the same information. By contrast, they consider that the facilitating effect of visuals may decrease in the students' reading comprehension if pictures do not reproduce the text's linguistic complexity to an adequate level.

In respect to the researchers' suggestion, they recommend that in the future investigation about the effects of other visuals such as cartoons, photos, tables, and charts should be conducted. According to Chun and Ching, future research on this topic should help the designers of textbooks and the developers of educational materials to make informed decisions in their selection of visual aids to be included in language textbooks.

In addition, Villalobos in 2010 carried out a study in a school in Merida, Venezuela. The purpose of this study was to describe the nature and the use of two resources such as video and audio as teaching aids for assessment of listening comprehension in EFL students. The teacher and thirty (30) EFL students from one section of the fifth grade of education participated in this research. Qualitative and quantitative approaches were used in this research. The instruments to collect data were video and audio content, written tests, questionnaires, and surveys.

After analyzing the findings of the research, Villalobos concludes stressing that the evaluation of listening comprehension must be carried out using audio instead of video. With regard to suggestions for future research, he suggests an

oversimplification of the assessment of listening comprehension when giving a test to obtain better results.

Furthermore, Chen, P. and Chen, Y. in 2009 conducted research in an elementary school in the northern district of Taiwan City. The purposes of this study were to research whether the use of popular songs as supplementary material can increase the students' motivation for elementary school for learning English and to investigate the relationships between learning motivation and learning performance.

There were131sixth-grade students involved in this research, which included 62 males (47.3%) and 69 females (52.7%). To carry out this investigation, the researchers used both qualitative and quantitative approaches. Data was gathered using four popular songs, survey items, and a questionnaire.

Based on the findings, Chen, P and Chen, Y conclude that class motivation increased significantly after creative teaching and that the students felt that their English abilities improved after learning English with popular songs. For future research, they suggest that it might be good to have a pre-test and a post-test to examine students' actual performance instead of just a self-report questionnaire.

Results

*Qualitative Tabulation*

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 | | ✓ |
| | whiteboard | ✓ | |
| | | | |
| Audio | songs | ✓ | |
| | dialogues | ✓ | |
| | stories | ✓ | |
| | tales | | ✓ |
| | | | |
| Audiovisual | videos | | ✓ |
| | movies | | ✓ |
| | documentaries | | ✓ |
| | | | |
| Realia | objects (toys, plants, fruits) | | ✓ |
| Online | websites | | ✓ |

Authors: Cuenca Marco and Campaña Carina.

Source: 4$^{th}$ (8 years old), 5$^{th}$ (9 years old), and 6$^{th}$ (10 years old) 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 | | | | | | | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | |
| Audio | Songs | | | | | | | | | | | | | | | | | | | | |
| | dialogues | | | | | ✓ | ✓ | | | | | | | | | | | | | | |
| | Stories | | | | | | | | | | | | | ✓ | ✓ | | | | | | |
| | Tales | | | | | | | | | | | | | | | | | | | | |
| Audiovisual | Videos | | | | | | | | | | | | | | | | | | | | |
| | Movies | | | | | | | | | | | | | | | | | | | | |
| | documentaries | | | | | | | | | | | | | | | | | | | | |
| Realia | objects(toys, plants, fruits) | | | | | | | | | | | | | | | | | | | | |
| Online | websites | | | | | | | | | | | | | | | | | | | | |

Authors: Cuenca Marco and Campaña Carina.

Source: 4th (8 years old) grade

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

| Variable | Indicators | 1st class Pert. | 1st class Approp. | 2nd class Pert. | 2nd class Approp. | 3rd class Pert. | 3rd class Approp. | 4th class Pert. | 4th class Approp. | 5th class Pert. | 5th class Approp. | 6th class Pert. | 6th class Approp. | 7th class Pert. | 7th class Approp. | 8th class Pert. | 8th class Approp. | 9th class Pert. | 9th class Approp. | 10th class Pert. | 10th class Approp. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Visual | flash cards | | | | | | | | | | | | | | | | | | | | |
| | power point presentations | | | | | | | | | | | | | | | | | | | | |
| | Maps | | | | | | | | | | | | | | | | | | | | |
| | Pictures | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | | | | | | | |
| | Charts | | | | | | | | | | | | | | | | | | | | |
| | handouts | | | ✓ | ✓ | | | | | | | | | | | | | | | ✓ | ✓ |
| | Posters | | | | | | | | | | | | | | | | | | | | |
| | word cards | | | | | | | | | | | | | | | | | | | | |
| | white/black board | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Audio | Songs | | | | | | | | | | | | | | | | | ✓ | ✓ | | |
| | dialogues | | | | | ✓ | ✓ | | | | | | | | | | | | | | |
| | Stories | | | | | | | | | | | | | | | ✓ | ✓ | | | | |
| | Tales | | | | | | | | | | | | | | | | | | | | |
| Audiovisual | Videos | | | | | | | | | | | | | | | | | | | | |
| | Movies | | | | | | | | | | | | | | | | | | | | |
| | documentaries | | | | | | | | | | | | | | | | | | | | |
| Realia | objects(toys, plants, fruits) | | | | | | | | | | | | | | | | | | | | |
| Online | websites | | | | | | | | | | | | | | | | | | | | |

Authors: Cuenca Marco and Campaña Carina.

Source: 5th (9 years old) 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 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 | | | | | | | | | | | | | | | | | | | | |

Authors: Cuenca Marco and Campaña Carina.

Source: 6th (10 years old) grade

*Quantitative Tabulation*

Chart five: Frequency of use of supplementary material

| Variable | Indicators | 4th grade (8 years old approx.) | 5th grade (9 years old approx.) | 6th grade (10 years old approx.) | Total | Percentage |
|---|---|---|---|---|---|---|
| | | f | f | f | f | % |
| Visual | flash cards | 2 | | | 2 | 7.4 |
| | power point presentations | | | | | |
| | maps | | | | | |
| | pictures | 3 | 2 | 1 | 6 | 22.22 |
| | charts | | | | | |
| | handouts | 1 | 2 | 1 | 4 | 14.82 |
| | poster | | | 1 | 1 | 3.71 |
| | word cards | | | | | |
| | whiteboard | 2 | 2 | 1 | 5 | 18.52 |
| | songs | | 1 | 1 | 2 | 7.4 |
| Audio | dialogues | 1 | 1 | 2 | 4 | 14.82 |
| | stories | 1 | 1 | 1 | 3 | 11.11 |
| | tales | | | | | |
| Audiovisual | videos | | | | | |
| | movies | | | | | |
| | documentaries | | | | | |
| Realia | objects (toys, plants, fruits) | | | | | |
| Online | websites | | | | | |
| | | | | Total | 27 | 100% |

Authors: Cuenca Marco and Campaña Carina.

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

Description, Analysis, and Interpretation of Results

This section includes a qualitative and a quantitative analysis which focus on the interpretation of results of the supplementary materials used in three observed grades. The qualitative one will be focused on the analysis of the supporting material used in the school selected; these materials will be analyzed in terms of pertinence, appropriateness, and quality. Regarding the quantitative one, its analysis will concentrate on explaining the results in terms of frequency of use of the materials used during the observed classes.

*Qualitative Analysis*

The types of supporting materials which were used in 4$^{th}$, 5$^{th}$, and 6$^{th}$ grades are described and analyzed below.

*4$^{th}$ Grade /8 years old*

*Flash cards*

In this grade during the first observed class in which the topic of the lesson was 'professions', flash cards were used with the objective of teaching vocabulary related to professions and practicing pronunciation. Throughout the class, several flash cards of people representing different professions were shown to the students to actively introduce the new vocabulary and to help them practice pronunciation of sentences that the teacher first modeled and sentences that students produced on their own. In this dynamic and motivating way, the pupils learned new vocabulary and initiated their involvement in practicing pronunciation. As it can be seen, the flash cards were pertinent to the content of the lesson since the topic and the objective were much linked with this visual aid that enabled the teacher to successfully accomplish the aim of the lesson.

As far as appropriateness is concerned, flash cards are easy to use and understand, and they can be used to teach all the students' level as well as all ages. With this in mind, it was observed that the flash cards used in this class were suitable for the learners because the visual material allowed the teacher to model easy useful examples in order to help the students to learn vocabulary. This means that the suitability of this material helped appeal to the senses of the students to quickly identify and learn new vocabulary as well as to practice pronunciation. Therefore, the flash cards matched the level of work, understanding, and age of the students.

Regarding the quality of this supporting material, it was good because the flash cards were big enough to attract the learners' attention to the lesson. As stated by Ur (1991), visual material should be visible, striking, and colorful to stimulate the students' learning in class. All of these characteristics were seen in the flash cards used in the observed class. As a result, this supplementary material awakened the interest of the learners in the lesson as well as facilitated their EFL learning.

Also, flash cards were used in the second observed class. In this class, the topic was 'Emotion adjectives', and the aim of the lesson was to consolidate vocabulary related to emotion adjectives. With regard to pertinence of the use of the flash cards, it was observed that they were closely related to the objective of the lesson because they illustrated faces of emotion adjectives such as sad, angry, excited, happy, afraid, etc. that helped the teacher to provide the learners with different examples of each adjective. One sentence constructed by using the flash cards was 'Luis seems very happy today'. This example shows that the flash cards were used in accordance with the objective of the lesson; therefore, they were relevant to the content of the class.

As for appropriateness, the flash cards enabled the teacher both to provide the learners with clear and adequate examples and to offer them an easy way of

consolidating vocabulary. In other words, based on information the learners saw on visual material, they practiced making their own sentences, i.e. 'Alice is very sad'. Learning EFL with flash cards was therefore motivating, enjoyable, and satisfying for the students since this supplementary material was used in consideration with their level, understanding, and age.

In terms of the quality, it can be pointed out that the design and elaboration of the flash cards was good because they were very clear, colorful, unambiguous (easy to interpret), and big enough to be seen by the whole class. As a result, the good quality of this supplementary material was a source of stimulus that helped the students' minds focus on the class.

*Pictures*

Pictures were used in the sixth observed class. The topic of the lesson was 'What do you like to do on weekends?' and the aim was to teach the verb 'like' in its positive and negative form. The use of this visual aid was related to the content of the lesson because the pictures illustrated clear actions of some people doing something they like. The teacher showed these pictures to the students to construct a grammatical structure such as 'Carlos likes swimming ', 'He doesn't like running on weekends', etc. that the learners used as a model to successfully create their own sentences. Therefore, pictures contributed directly to the aim of the lesson.

Regarding appropriateness, it was observed that this type of supplementary material helped the teacher illustrate simple and short sentences (as the one above) targeted at the level, understanding, and age of the students since the linguistic context of the pictures was easy for the learners to identify and interpret. That is, based on the actions the students saw in the pictures, they understood and absorbed the language being taught and could construct their own sentences to have

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meaningful practice of the structure they learned. Therefore, the use of pictures was appropriate during the sixth observed class in 4$^{th}$ grade.

As far as quality of the pictures is concerned, they were attractive, colorful, and large enough to be seen clearly by all the learners. The good quality of this supporting material assisted in awakening the learners' curiosity in the EFL lesson and provided an easy and identifiable linguistic context which the students got involved successfully in.

In 4$^{th}$ grade, pictures were also used in the ninth observed class with the aim of providing speaking practice. The topic of this class was 'Mark always studies in the library after class'. Regarding pertinence, the use of pictures was relevant to the content and aim of the class because this visual aid illustrated study activities that offered the learners an opportunity to describe and discuss. That is, a set of pictures of people who were reading, writing, etc. in a specific place was first described by the learners; then, in groups, they talked about study activities as much as they could. Finally, some students volunteered to share some information related to the lesson's theme. In this manner, the students got involved in speaking practice. Accordingly, the challenging but achievable aim of the lesson was successfully accomplished with the aid of pictures.

With regard to appropriateness, the use of pictures in this class was appropriate for the learners' level, understanding, and age since this type of visual aid allowed the teacher to show sequences of people developing some study activities which were easy for the learners to interpret and to describe. The pictures enabled the students to correctly and sequentially describe in present tense each study sequence they saw on visual representations. The use of pictures in sequence, moreover, allowed the students to speak to their peers while talking about study activities.

As for quality, the pictures used in 4<sup>th</sup> grade, during the ninth observed class, provided a great pool of visual stimulus because they were striking, with lively colors, and big enough to attract the learners' attention to the class and to enhance and hone their visual perception. As a result, the students were highly motivated to work with pictures and their enjoyment and enthusiasm for leaning EFL was also stimulated.

In addition, pictures were used in the tenth observed class. In this class, the topic of the lesson was 'Daily activities', and pictures were used with the aim of reinforcing children's knowledge of the present tense. In terms of pertinence, it can be said that the use of pictures was directly related to the objective of the lesson since this visual material illustrated common daily activities which were for the learners the basis for practicing the present tense. In other words, the use of pictures contributed to establishing the language context in which the learners constructed sentences using the simple present in order to reinforce their knowledge of such a language form; hence, the objective of the lesson was absolutely accomplished.

In relation to appropriateness, pictures were suitable for the children's level, understanding, and age because they illustrated everyday routine activities that the learners interpreted easily, especially when they were taught some simple sentences such as 'This is Charles', 'He goes to school at seven o'clock, etc. Indeed, the learners were capable of making their own sentences and their enthusiasm for the lesson was encouraged.

In terms of quality, the pictures used in this class were large, clear, and with strong outlines and contrast in tone and color to hold useful visual information that motivated the students to learn EFL. An important point to comment is that Raimes (1983) mentions that pictures in the classrooms supply with a stimulating focus for

the learners' attention to the lesson. It then was observed that in this class the good quality of pictures was for learners a stimulus to pay attention to the lesson as Raimes says.

*Handouts*

In 4<sup>th</sup> grade, a handout was used in the fifth observed class in which the aims of the lesson were to develop reading skills and to promote speaking practice. The topic of this class was 'Marriage'. The use of the handout was relevant to the lesson since it contained a short-reading titled 'A wedding in Ohio' that the students read to practice their reading skills. Furthermore, the context of the handout was a source of interest and motivation for students, and it was used to act out a role play in which the pupils, in groups of 5, role played the characters in the reading in order to get involved in practicing speaking as much as they could. Accordingly, this supplementary material helped the teacher succeed in achieving the objective of the lesson.

With respect to appropriateness, it was observed that the level of work, the needs, and age of the children were taken into consideration through the use of the handout because the content of this supporting material was short and easy for pupils to understand. It means that the learners grasped the language being read, answered five questions about the text, and produced it effortlessly when acting the role play mentioned above. Moreover, the handout contained vocabulary and grammatical structures, i.e. the simple present that the students had learned in a previous observed lesson. In short, this supplementary material was appropriate for the 4<sup>th</sup> grade and assisted in the students' EFL learning process.

The quality of the handout was high because its content included a wedding colorful picture that was very attractive and stimulating for the class. It also

contained an attractive and legible writing. As a result, the handout helped the learners engage themselves in the lesson in order to work out the EFL more interesting and enjoyable.

*Whiteboard*

In 4<sup>th</sup> grade, the topic of the fourth observed class was 'Grammar'. The whiteboard was used with the aim of teaching the correct use of the auxiliaries 'Do' and 'Does' in order to ask questions. As for pertinence, using the whiteboard to teach the new language form was significant because some examples were written on it to present the grammar of the lesson. As soon as the teacher wrote examples on this teaching equipment, it was observed that the students were familiarized with the topic of the class quickly and showed interest in learning. In short, using the whiteboard throughout the lesson allowed the teacher to succeed in achieving the objective of the class.

The appropriateness of this supplementary material is stated in terms of facilitating the learners' understanding of the new learned grammatical structure. That is, the teacher wrote on the whiteboard sentences that were appropriate for the pupils in order to help them pick up and work out the grammar easily. Here are two examples showing the taught grammatical structure written on the whiteboard: 'Sarah works in an office downtown, where does she work?', and 'Peter and Michael study at university, do they study at university?' These simple examples were picked up effortlessly by the class. In fact, the sentences written on the whiteboard were suitable for the level, understanding, and age of the students.

With regard to quality, it is important to comment that Davies and Pearse (2000) suggest that when using the whiteboard to teach English in the classroom, the teacher writing should be clear and organized. It then was observed that the

sentences modeled by the teacher were clearly written and organized on the whiteboard. In addition, to provide sentences with salient grammatical cues, the teacher used two color pencils, one for illustrating the auxiliary 'Do' and the other for 'Does'. Indeed, using the whiteboard in this way made this teaching equipment a useful tool which in turn was for the learners' EFL learning process pleasurable and motivating.

The whiteboard was also used in the eighth observed class in which the lesson's theme was 'Grammar' and the objective was to teach the modal 'Can'. With regard to pertinence, the use of the whiteboard to present the new structure was relevant to the class because the teacher wrote on it some sentences with the modal 'Can' to help the students' mind focus on the class. In this manner, the instances written on the whiteboard directly contributed to the aim of the lesson.

Regarding appropriateness, the short understandable sentences written on the whiteboard matched the level of work, understanding, and age of the learners. Two of these examples were as follows: 'I can speak English and Spanish', and 'Marcia can play tennis very well'. By writing these simple sentences on the whiteboard, the teacher clarified the use of 'Can', and the students were able to make sense of the new structure in order to use the modeled grammatical pattern to successfully produce their own sentences. Furthermore, as the examples were appropriate for the students' level, it was observed that the understanding of the lesson was reflected in the pupils' participation in class. As a result, they found satisfaction and enjoyment in their EFL learning process.

In relation to quality, it was observed that the use of the whiteboard was a helpful tool because it was used in a very organized manner in which the new grammatical structure was clearly visible and appropriately written. Furthermore, the

teacher's writing on the whiteboard was clear and easy to decipher as suggested by Harmer (2001) while using this teaching equipment to teach English in classrooms.

*Stories*

In 4th grade during the seventh observed class, the topic of the lesson was 'At the beach'. In this lesson, a story called 'Vacation' was used with the aim of improving the students' listening skills and teaching them vocabulary in context. The topic and the objective of the lesson were much linked with this teaching aid because the interesting context of the story, which was about a family having a lot of fun at the beach, stimulated the learners' attention to the lesson. In terms of pertinence, since the story was orally told, it can be said that using this supporting material was relevant to the main objective (listening practice) of the lesson. Moreover, the context of the story provided a rich input of vocabulary. Hence, the use of this supporting material was significant for the class and assisted the teacher in the achievement of the objectives of the lesson.

With regard to appropriateness, it was observed that most of the context of the story contained vocabulary that the students were familiar with. So the new vocabulary was learned by linking it with the context of this supporting material because the students knew most of it. This teaching aid also contained plenty of repetition; that is, there were many repeated words that strengthened the learners' understanding. Accordingly, the story was suitable for the level, understanding, and age of the students; it motivated and entertained them to actively response to the new language input.

Regarding quality, the content of the story was attractive, interesting, and legible. The title of the story was written in blue. In the corner of the sheet of paper, in which the story had been written, there was a small picture of the sun that attracted

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the learners' interest in the lesson. As such, the good design and elaboration of this supplementary material offered the teacher a vivid and tangible way of teaching EFL.

*Dialogues*

During the third observed class, the lesson theme was language skills consolidation, and the objectives were as follows: to reinforce the students' knowledge of the present tense, to practice listening, speaking, and pronunciation, and to consolidate vocabulary. In this class, using the dialogue, which was about 'Two Friends', was pertinent to the objectives of the lesson since it contained an interesting language input which was for the students a means of consolidating their language knowledge. That is to say, the dialogue, recorded on a CD, enabled the learners to get first involved in listening and at the same time initiate their involvement in practicing pronunciation of what they heard since the dialogue was played by parts. Second, the content of this supporting material offered the learners an opportunity to reinforce the language forms and vocabulary already known by them. Finally, the use of the dialogue was for the pupils a starting point to talk a little about friendship (what the dialogue was about) so that they could practice their speaking. As such, this teaching aid helped the teacher accomplish the objectives of the lesson.

With respect to appropriateness, it is worth stating that the dialogue was adequate for the level of work, understanding, and age of the students because it contained a grammatical structure such as the present tense and vocabulary that the learners had already learned in a previous lesson. This teaching aid, furthermore, contained comprehensible language input that the learners were capable grasping.

In terms of quality, an important point to remark when using audio material in an English classroom is that Davies et al (2000) recommend that audio material

should be clear and at an adequate speed for the level of the students. It was observed that the dialogue used by the teacher was as Davies et al suggest. Moreover, the dialogue was complete throughout, and the voices of the speakers were very understandable. As a result, the high quality of this teaching aid increased the enjoyment of the students and their enthusiasm for working actively during the EFL class.

*Learning styles*

According to Ernest (2008), some students learn better by seeing information (visuals), others by listening (auditory), and others by using movements (kinaesthetic). The use of several supplementary materials to cater to these different learning styles was evident in the observed 4th grade classes.

Visuals aids such as flash cards and striking pictures were used to give visual learners a greater source of motivation and to make them focus their interest on the lesson. In this case, visual learners were provided with catchy flash cards and pictures which enabled them to learn by linking the meaning of the language with these visual aids.

Other types of supplementary materials used by the teacher in this grade were dialogues and stories recorded on a CD. Through these teaching aids, auditory learners were supplied with an excellent channel of listening input which stimulated their motivation and attracted their attention to the lesson. The EFL learning process for these types of learners was therefore memorable and pleasurable.

Another type of supplementary material used in the observed classes was the whiteboard, which in turn was a huge source of motivation for analytical. As defined by Wright, et al (2006), analytical learners are those students who engage with the analysis of the language forms and rules to correctly use them. With the use of the

whiteboard to teach new grammatical structures, analytical learners were able to get involved with abstract thought processes (i.e. 'We can start the lesson now', 'Where does she work?', etc.). An important point to note about analytical learners is that the handouts used in the 4th grade were also a basis for the analysis of language forms because this supporting material was used as a fill-in exercise, requiring such language analysis.

In addition, the different kinds of supplementary materials used by the teacher allowed her to cater to kinaesthetic learners. As stated by Ernest (2008), kinaesthetic learners are those who learn better by touching, by moving, by doing, and by acting out. Considering this definition, it was observed that these kind of learners developed tasks, i.e. a role play, etc., which required them to move from one place to another.

To sum up, in the 4th grade, the teacher recognized that the learners have stronger and weaker aspects of their preferred learning styles; therefore, she used several supplementary materials, which were already mentioned and described, with the aim of adapting to the different preferences of the learners.

*5th grade/9 years old*

*Pictures*

In this grade, pictures were used in the first observed class with the aim of teaching the students the present progressive. The topic of this class was 'Expressing the present progressive tense'. With regard to pertinence, the use of this supporting material was relevant to the content of the class because the topic and the objective were linked with visual material which illustrated actions of people who were working in a factory, playing basketball, writing a letter, teaching English, etc. These pictures were used to set the context in which the students were provided with a grammatical pattern of several examples of the present progressive. Using the

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pictures in this way contributed directly to the aim of the lesson and helped the teacher to successfully accomplish it.

As for appropriateness, it is worth saying that this type of supplementary material matched the level, understanding, and age of the students because the pictures used in this class illustrated the meaning of short and comprehensible examples given by the teacher. Two of these examples were 'He is teaching English now.' 'What is he doing?' and 'She is writing a letter.' 'What is she writing?' With the help of pictures, this grammatical pattern was easier for the students to understand so that they could use it as a model to effectively practice making their own sentences in an oral or written way. As stated by Wright (1989), it is useful to show several pictures; all having one key point in common to help the students focus on one aspect of the visual material. The pictures used in this EFL observed class illustrated one key point in common, i.e. working, writing, teaching, exercising, etc., which helped the students understand the language introduced through visual representations.

Concerning quality, the pictures used in this observed class were very attractive, colorful, striking, and large enough to be seen by the whole class. They contributed to livening up the classroom atmosphere and enabled the learners to awaken their curiosity in order to engage themselves with the lesson's theme. As a result of good quality, pictures captured the interest and imagination of the students and encouraged them to learn English dynamically and actively.

In addition, pictures were used in the fifth observed class. The lesson's theme was 'At the restaurant', and the objectives were to teach vocabulary related to food and to practice speaking. The use of pictures was very pertinent because this type of visual aid was used to illustrate the context of vocabulary such as 'roast meats', 'fish

and chips',' roast beef', 'bangers and mash', 'chicken salad',' eggs', 'mushroom,' bacon', etc. Using pictures to illustrate the meaning of vocabulary allowed the learners, in groups, to role-play a scene where they pretended to be at a restaurant, ultimately to practice their speaking. To act out such role play, a set of pictures was given to one student in the group and each of the others only received the list of the menu; they used the sequence of pictures to take it in turns to ask for one of their favorite dishes. At the end of the role play, it was observed that the aim of the lesson was achieved through the use of pictures that provided a context for the language used.

With regard to appropriateness, this supporting material was suitable for the level, understanding, and age of the learners since the pictures used by the teacher illustrated interesting drawings of food that the pupils were capable of identifying in order to learn the new vocabulary. In fact, the suitability of this teaching aid enabled the students to easily act out the role play mentioned above in order to practice their speaking and to actively learn the vocabulary being taught.

In terms of quality, the pictures highlighted the meaning of the new language because they were colorful and full-size to be seen by the whole class. This allowed the students to focus their minds on the lesson and made the meaning of the learned vocabulary clearer. Therefore, the appropriate design and elaboration of the pictures allowed the teacher to provide an environment in which learning EFL was pleasurable and memorable for every learner.

*Handouts*

During the second observed class in 5th grade, a handout was used with the objective of reviewing the simple past and past progressive tenses. In this class, the topic of the lesson was 'Last weekend'. It was observed that the use of

supplementary material was absolutely significant for the content of the class because the handout contained fifteen-short and simple sentences to be filled, and in the top of the handout there were five columns of verbs such as "fell, sell, shake, corrected, etc." where the students chose to fill in blanks with the correct past verb form. By using the handout for revision of the simple and past progressive verb forms, the students activated their previous knowledge as they filled in the blanks effectively. Hence, the objective of the class was successfully achieved with the use of this supplementary material.

Regarding appropriateness, the handout was highly adapted to the level of work, understanding, and age of the students since it contained a fill in exercise with grammar already known by the students and simple sentences such as 'The teacher_____ the papers all day long in order to have grades ready tomorrow', 'I was having lunch when Emily_____ me', etc. These sentences were completed by the students without any difficulty. The handout was, therefore, used appropriately in this observed class.

With regard to quality, the design and elaboration of the handout was neat and well-organized to illustrate sentences clearly and easily. The high quality of this supplementary material enabled the teacher to actively draw the learners' attention in order to make them focus their minds on recognizing which verb form to use.

In addition, a handout was used in the tenth observed class. In this class, the topic was 'Grammar time', and the objective of the lesson was to extend children's knowledge of the use of the words 'another' and 'other'. In terms of pertinence, the use of the handout was relevant to the content of the lesson because this supplementary material contained eleven sentences to be filled in with the correct form of 'other',' another',' the other', and 'the others'. Using the handout in this

lesson motivated the learners to make them both activate their knowledge and to fully engage in the EFL class. Hence, the objective of the lesson was totally accomplished.

As far as appropriateness is concerned, the handout was correctly adapted to match the level, needs, understanding, and age of the students because this supplementary material contained sentences that were easy for the learners to complete. Some of the sentences that students filled in are as follows: 'She doesn't like this ice cream, please give her another', 'My English teacher has two cars. He's driving the Renault because the other one is in the shop', 'Some English teachers are from United States. Others are from England', etc. The use of the handout to do the easy filling in exercise was very productive and meaningful for the learners. In fact, the content of this supplementary material helped the students to increase their knowledge of what they learned in this lesson.

Regarding quality, the handout contained visible sentences and plain typeface which in turn provided the students with an opportunity to put into practice what they were taught. Hence, this supporting material was a great incentive for the learners' language production and offered them a rewarding EFL learning experience.

*Whiteboard*

During the sixth observed class in 5<sup>th</sup> grade, the topic of the lesson was 'Countable and Uncountable nouns', and the aim was to teach countable and non-countable nouns. The whiteboard was used to effectively accomplish this objective. In terms of pertinence, using this supplementary material in this lesson was relevant since the teacher drew circles containing countable and uncountable nouns and constructed sentences in order to show the learners the meaning of such nouns and the way they are used in language production.

Regarding appropriateness, it was observed that the whiteboard was used in consideration with the students' knowledge in order to make them understand short examples such as 'There are four peaches in this circle'. 'How many peaches are there in this circle?' etc. These examples were adequate for the learners so that they could easily identify the new language being taught. Moreover, the pupils were able to successfully make their own sentences by using the examples of countable and uncountable nouns in the model which were written on the whiteboard. It then can be said that the use of the whiteboard was appropriate for the pupils' level, understanding, and age.

With respect to quality, the teacher used a green marker to draw circles of countable nouns and a red marker to draw circles of uncountable nouns on the whiteboard. Likewise, he used a blue marker to write examples of uncountable nouns and a red marker to write sentences of countable nouns on this teaching equipment. This allowed the learners to distinguish the two types of nouns being learned. Furthermore, the teacher's legible writing of the sentences helped the students keep their interest their work during the class. The use of the whiteboard in this class was therefore a good and useful tool that facilitated the students' EFL learning process.

In 5$^{th}$ grade, the whiteboard was also used in the seventh observed class as a sequence of the previous (sixth) observed class. The topic of the lesson was 'Uncountable nouns'. The objective of this class was to teach words used with uncountable nouns. These words included: 'a glass of', 'a cup of', 'a bottle of', 'a piece of', etc. The use of the whiteboard in this lesson was pertinent because the students learned phrases used with uncountable nouns by absorbing information displayed on the whiteboard. In short, this teaching equipment enabled the teacher to successfully achieve the objective of the lesson.

Regarding the appropriateness of using the whiteboard, the sentences displayed on this supporting material were short and simple for the learners to understand. Here are two of these sentences: 'There is a cup of wine on the table' and 'The children want a piece of cake'. These examples were adequate for the students' level of knowledge and age. Indeed, the learners grasped the full meaning of the words used with uncountable nouns, were capable of producing their own sentences, and kept their motivation to participate in class. The whiteboard was, therefore, adequately used in the seventh observed class.

As far as the quality of whiteboard is concerned, the teacher's writing was legible and clear and the examples were organized and well distributed on the teaching equipment. It can be emphasized that this was an effective way of presenting and writing examples on the whiteboard that helped the teacher make this supplementary material a high quality tool. As a result, the students were provided with an enjoyable EFL learning environment.

*Songs*

The aim of using a song in 5<sup>th</sup> grade, during the ninth observed class, was to improve the students' listening and writing skills. The lesson's theme was 'Latino Music'. In terms of pertinence, it was observed that the song used was relevant to the class because it was an English Latino song called 'What Reason' that enabled the learners to practice their listening skills, to complete a filling in exercise, and to practice their writing skills through dictation in which the teacher used the lyric of the song. Therefore, the aim of the lesson was fully achieved as this teaching aid perfectly fitted to the content of the lesson.

With regard to appropriateness, it can be said that the song was appropriate for the level of the students, understanding, and age because this teaching aid contained

both simple vocabulary and short sentences such as 'Hold me never let me go', etc. that matched the knowledge of the learners. That is, they grasped the meaning of the new language being taught, found pleasure in listening, and enjoyed writing which was done through dictation by using the lyric of the song as mentioned above.

With respect to quality, the sound of the song was clear and the speed was adequate for all the learners. It was, therefore, observed that this teaching aid livened up the classroom atmosphere, attracted the learners' interest in the lesson, and enabled the teacher to provide with a relaxing environment in which the students learned EFL memorably.

*Dialogues*

A dialogue was used in 5th grade in the third observed class. The topic of the lesson was 'Bus Schedule' and the objectives were to promote listening, speaking, and writing skills. The use of this teaching aid was significant for the objectives of the lesson since the audio material helped promote these three language skills. To accomplish this, the dialogue was first used to make students practice listening; next, they, in pairs, were involved in speaking by acting out each character of the dialogue. And finally, this teaching aid was used as a model to make the learners, in pairs, write their own dialogue which was presented to the rest of the class. In this manner, the dialogue helped the teacher successfully achieve the objective of the class.

With respect to appropriateness, the dialogue used in this class was simple and short so that the learners could understand what the speakers talked about. Furthermore, to facilitate the listening comprehension of the students, this teaching aid was first played by parts such as the example as follows: 'Excuse me sir, when is the first bus to Mindo?', 'The first bus is at eight o'clock', 'Is the next one at nine forty five?', 'Sure, it is at nine forty five, like it says on the schedule bus'. After the

learners grasped the meaning of the language of each part of the dialogue, it was played at its normal speed. It then became apparent that this teaching aid was used appropriately since the learners were motivated and willing to work during the class. In short, the dialogue matched the students' knowledge as well as their level of work and their age.

Regarding quality, the voices of the dialogue were clear throughout and the speed was adequate for the learners. This supplementary material was, therefore, an excellent quality teaching aid that helped the teacher to provide with a significant source of rich input that the learners took advantage of to learn EFL.

*Stories*

During the eighth observed class in 5th grade, the topic of the lesson was 'Listening'. A story, 'A boy in the playground', was used to reinforce the students' listening and speaking skills and to improve their vocabulary as well. As far as pertinence is concerned, the use of this supplementary material was relevant to the content of the class because its context allowed the learners, while listening to it, to identify new words that they use to construct their own sentences after the story was played twice. The context of the teaching aid was also a starting point for the learners to get involved in speaking practice. At the end of the lesson, it was observed that the use of the story contributed to achieving the objectives of the lesson.

In terms of appropriateness, the teacher in the eight observed class used a simple story with repeated words in order to make linguistic input easier for the learners. Something important to mention is that Pinter (2006) says that stories containing repeated patterns are used like a chain memory practice for listening and vocabulary. As mentioned, the story used by the teacher contained plenty of repetition; it then was for the learners like a chain of practicing speaking and

memorizing vocabulary as Pinter mentions. Summing up, the use of the story was suitable for the students' level, understanding, and age.

Concerning with quality, the sound quality was good, the voices of the narrators were clear, and the speed was appropriate for the learners. All of this in turn affected positively the students EFL learning process, and their level of engagement and interest in the lesson was stimulated, meaning that their learning was productive and satisfying.

*Learning Styles*

As Pinter (2006) suggests, a variety of tasks need to be incorporated into the foreign language classrooms with the aim of ensuring that every learner's preferences are catered at least some of the time. In 5$^{th}$ grade, it was observed that the teacher used different types of supplementary materials to supply appropriate and different tasks in order to help the students learn at least some of the time in accordance with their preferences as suggested by Pinter. The learners' preferences tailored in 5$^{th}$ grade are described below.

Visual learners were catered by working with pictures, handouts, and the whiteboard. Pictures were used to provide these students with a visual channel that helped them focus their attention on assimilating and retaining visual input. Additionally, the use of handouts and the whiteboard was for visual learners a huge source of visual stimulus that enabled them to easily assimilate knowledge of what they were learning.

Analytic learners were catered when the teacher used the handout and the whiteboard in order to provide these students with tasks in which they got involved with abstract thought. That is to say, analytic learners absorbed information of

grammatical structures which were both illustrated on the handouts and displayed on the whiteboard.

Auditory learners, whose preference is to learn by listening information, engrossed the knowledge through the sense of hearing. This simply means that auditory learners were involved in listening practice in which they assimilated knowledge while working out the language of a dialogue, a story, and a song. Accordingly, the use of these teaching aids enabled the teacher to cater to these types of learners in an enjoyable way.

Kinaesthetic learners were also tailored in 5$^{th}$ grade. "Learners with kinaesthetic preferences require whole body movement and real life experience to absorb and retain material to be learned. These people learn most easily when they are totally involved" (Sims, R. & Sims, S., 1995, p. 53). To tailor to these students and to facilitate their learning, the teacher made them to act out role plays and to work in groups so that they could move their bodies expressively while communicating and interacting with their peers. In addition, active learners, those students learning in situations which allow them to develop a physical task, and reflective learners, those students who like to process information actively, were also catered through the performance of role plays.

To sum up, with the help of a variety of supporting materials and appropriate tasks, the teacher taught EFL in accordance with their students' preferences, awakened their interest, and fulfilled their needs. In other words, the teacher in 5$^{th}$ grade catered to different learning styles and facilitated the students' EFL learning process.

*6<sup>th</sup> grade/ ten years old*

*Pictures*

In this grade, in the first observed class the topic was 'Vacation in Minnesota'. During this class, pictures were used with the aim of improving the students' writing skills. The use of this supporting material was pertinent to the content of the class because a sequence of pictures, illustrating a family on their vacation, was given to the students to make them write a short story which required the knowledge of appropriate vocabulary and sentence structure (simple past). After a close observation of the sequence of the pictures, the students worked in pairs to write the story. When they finished, their story was presented to the rest of the class. In this manner, the objective of the lesson was accomplished through the use of pictures.

In terms of appropriateness, the visual material used in this class were suitable for the students' level, understanding, and age since it stimulated the visual perception of the learners to produce the language themselves. This simply means that the pupils wrote a short story which was illustrated by a sequence of pictures. Moreover, the sequence of pictures illustrated cues such as last Friday, yesterday morning, etc. that helped the students to write the story in which they used the simple past. Therefore, working with this supplementary material was for the learners very appropriate, productive, motivating, and meaningful.

With regard to quality, the pictures used by the teacher were large and its colors were strong and bright. These good characteristics of visual representations generated the learners' interest in the lesson and allowed the teacher to create an atmosphere conducive to learning in which the students learned EFL enthusiastically.

*Posters*

During the seventh observed class in 6th grade, a poster was used to present the topic 'What will you do on vacation'. The objectives of the lesson were to teach the auxiliary 'will' to talk about future actions and to promote speaking skills. Regarding pertinence, the use of this supporting material was relevant to the content of the class because the poster illustrated six attractive places which the teacher pointed at to provide the students with a grammatical pattern such as 'I will go to Canada on vacation' 'Where will you go on vacation, Fernando?' In this manner, the teacher used the poster to present the topic of the lesson and to elicit the students' participation in the class. Furthermore, it was observed that the learners used the new grammatical pattern as a model to write 10 sentences on their own. They also, in group of four, talked a little about what they will do after finishing the school year. Accordingly, the use of the poster helped the teacher accomplish the aims of the class.

With regard to appropriateness, it can be affirmed that this supplementary material fitted the learners' level, interests, comprehension, and age because this visual aid illustrated attractive places that allowed the teacher to model simple examples, as the one above, which facilitated the students' understanding of the new grammatical structure being taught. As a result, the pupils were able to construct their own sentences in the exact same way the teacher did and were motivated to talk a little about the future, using the auxiliary 'will'.

In terms of quality, the poster was large with strong outlines and contrast in tone and color. This attractive, colorful design and good elaboration of the poster played a key role in both contextualizing the language the learners were using and encouraging them. In fact, the good quality of the poster contributed to creating an

environment in which the learners actively participated in the class in order to have a sense of success and satisfaction in the EFL learning.

*Handouts*

A handout was used in 6th grade during the ninth observed class. The topic of this lesson was 'Our planet ago'. This type of supplementary material was employed with the aim of practicing reading, writing, and speaking skills. As for pertinence, it was observed that the use of the handout was very significant for the content of the class because this supporting material contained a short and attractive reading that the students used: to answer ten true-false questions; to rewrite information about false statements; and to discuss about the text. These tasks were for the learners a means of practicing their reading, writing, and speaking skills. This simply means that the context of the handout provided the students with a rich source of language input which stimulated their language skills around a single topic. Therefore, the use of the handout enabled the teacher to successfully achieve the aim of the lesson.

In relation to appropriateness, the handout was adequate for the age, level, and understanding of the students because it contained vocabulary that was easy for the students to understand. Moreover, the language forms of the handout included the simple past already known by learners. As a result, the learners focused their mind on doing different tasks and kept their motivation on putting into practice their reading, writing, and speaking skills.

Concerning with quality, the design and elaboration of the handout was good because this supplementary material was clear and well organized to making the context, the references, and the connections between the messages clear through the language itself. The handout, moreover, contained a colorful picture which attracted the learners' interest in engaging themselves with the EFL lesson.

*Whiteboard*

In 6<sup>th</sup> grade, the topic of the eighth observed class was 'Moving around the city'. The whiteboard was used in this class with the objectives of teaching vocabulary related to giving directions and enriching the students' speaking skills. Regarding pertinence, it was observed that the use of this teaching aid was directly related to the content of the class because the teacher drew a simple map of a neighborhood of Quito and wrote a mini-dialogue in order to illustrate how the new vocabulary is used in communication. This mini-dialogue was used as a model for speaking practice and the map was used as a point of reference for such a practice. Using the whiteboard in this manner helped the teacher succeed in accomplishing the objectives of the lesson.

Regarding appropriateness, this supplementary material was used in consideration with the level of work, understanding, and age of the learners since the mini- dialogue written on the whiteboard contained short sentences and simple phrases such as 'Go down/ straight ahead', 'Turn left/right', 'until to the end of the street', etc. that were grasped easily by the learners. Moreover, the map drawn on this teaching equipment assisted in the students' understanding of the lesson. Moreover, to facilitate the students' learning and participation in class, the dialogue modeled on the whiteboard was repeated three times by the students along with the teacher. After that, the learners, in pairs, came to the front of the class and by using the map as a point of reference, they orally created their own mini-dialogue in which they were able to use in communication the new learned words and phrases. In short, it was observed that the whiteboard was used appropriately.

As for quality, the map drawn on the whiteboard was striking; the writing of the teacher was legible; the mini-dialogue was written with two colors, one for the

giving direction phrases, and another for the rest of the dialogue. Therefore, the whiteboard was an excellent tool that allowed the teacher to stress the new taught vocabulary in order to offer the learners a clear visual display of what they were learning and to provide them with an enjoyable environment in which learning EFL was pleasurable.

*Songs*

In 6th grade, in the tenth observed class the topic was 'Music'. A song was used in this lesson to develop listening and speaking skills. However, using the song was not pertinent to the class because it did not help the learners practice their listening and speaking skills. This means that the song contained many new words that the children did not know. Besides, the lyric of this teaching aid had grammatical structures such as the present and past participle that the learners had not learned yet. Consequently, the objective of the class was not achieved. Indeed, the most of the students seemed to be bored and frustrated during this class.

Regarding the appropriateness, it was observed that the use of the song was not appropriate for the level, age, and understanding of the students because, as commented above, the context of the song contained vocabulary and language forms that the learners did not were familiar with. As a consequence of this, they did not grasp the meaning of the language, nor did they keep their interest in the EFL lesson.

In terms of quality, even though the volume of the song was appropriate to listen to, the voices of the song were not easy for the pupils to understand since the speed of this teaching aid was too fast and too challenging. Consequently, the quality of the song was not good enough to be used in the tenth observed class.

*Dialogues*

During the third observed class in 6th grade, the topic of the lesson was 'listening and speaking practice'. In this class, a dialogue titled 'A new neighbor' was used with the aim of promoting students' listening comprehension and speaking skills. As for pertinence, it was observed that using the dialogue was relevant to the content of the class because it contained context which provided the learners with useful listening and speaking practice. They, for example, listened to the dialogue, answered questions about it, and acted out a role play in which each character of the dialogue was represented. Role playing was for the learners a great opportunity to practice their listening and speaking skills. The objective of the class, therefore, was successfully accomplished with the help of supporting audio material.

With regard to appropriateness, it is worth mentioning that this teaching aid was used according to the level of work, comprehension, and age of the learners as it contained short and clear sentence structures (simple present and simple past), and a great deal of vocabulary already known by the learners. As a result, they absolutely understood the language of the dialogue and were able to practice their listening comprehension and speaking skills.

As far as quality is concerned, Gower et al (2005) suggest that dialogues should be complete and clear throughout while using them in the language classrooms. It then was observed that the whole dialogue used in this class was clear and complete as suggested by Gower et al. Moreover, the sound quality of this teaching aid was good. The dialogue was then a rich source of language input which awakened the students' participation in the EFL lesson.

Another dialogue was used in 6th grade, during the sixth observed class, with the aim of enhancing listening comprehension and promoting intensive speaking.

The topic of this class was 'At the football stadium'. Regarding pertinence, the use of this teaching aid contributed directly to the content of the class because its attractive context helped the learners absorb information by listening carefully to it in order to improve their listening comprehension. Furthermore, the dialogue was used to actively make the learners talk, in groups of 5, about their favorite football team. During this part, it was observed that the pupils had intensive speaking practice. Indeed, the use of the dialogue enabled the teacher to successfully achieve the aim of the lesson.

As far as appropriateness is concerned, the dialogue was used in accordance with the level of work of the learners because its context was easy for them to understand and to interpret. As the students understood the dialogue, they could orally answer questions such as 'Which teams are playing', 'Are there professional players playing for the city team?', '¿Did they hire excellent players for the city team?' etc. Moreover, the dialogue contained simple sentences, i.e. 'In the city team there are some good players, stars of professional football', etc. that facilitated the comprehension of the students. As the use of this teaching aid was appropriate for the whole class, learning EFL was for the learners very stimulating.

In terms of quality, the sound of the dialogue was good, the voices of the speakers were clear, and the speed was appropriate for the level of the learners. Taking into consideration these characteristics, it can be mentioned that the quality of this teaching aid was high.

*Stories*

In 6th grade, the lesson's theme of the second observed class was 'A gifted musician'. The objectives of using a story in this class were to reinforce listening comprehension and to provide speaking practice. In relation to pertinence, using this

type of teaching aid was significant for the content of the class because the teacher used a story of a disabled musician called 'Tony Melendez' that was for the learners a stimulus to practice their receptive (listening), and productive (speaking) skills. That is, the whole class listened carefully to the story, talked about it, and, in groups of 4, acted out the role of each character of this teaching aid. It became evident at this point that the objective of the lesson was accomplished with the help of the story.

Concerning with appropriateness, using a story with an understandable context for the learners helped them answer questions about it. Such questions were as follows: 'Who is the main character of the story?', 'Where does the story take place?', 'When does the story happen?', and 'Who is narrating the story?' Furthermore, the learners' understanding of the story enabled them to actively participate in the class in order to interact with their peers while taking about the context and acting a role play based on the information they heard. It, therefore, can be said that this teaching aid was suitable for the students' level, understanding, and age.

The quality of this supplementary material was high since the voices of the narrators of the story were very clear, the sound quality was excellent, and the speed was adequate for the learners. As a result, the use of the story in the fifth grade encouraged the pupils to enhance their EFL listening and speaking skills.

*Learning Styles*

"Students learn in many ways—by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing" (Felder and Silverman, 1988, p. 2). In 6th grade, it was observed that the teacher made use of pictures, a poster, a handout, the whiteboard, a dialogue, and a story to cater to different learner preferences. The use of some pictures and the poster helped the

visual-spatial learners to retain information displayed on visual illustrations. Also, the handout helped the visual-linguistic students to learn by assimilating written language. Additionally, the whiteboard provided visual students with opportunities to perceive information in a visually and written form.
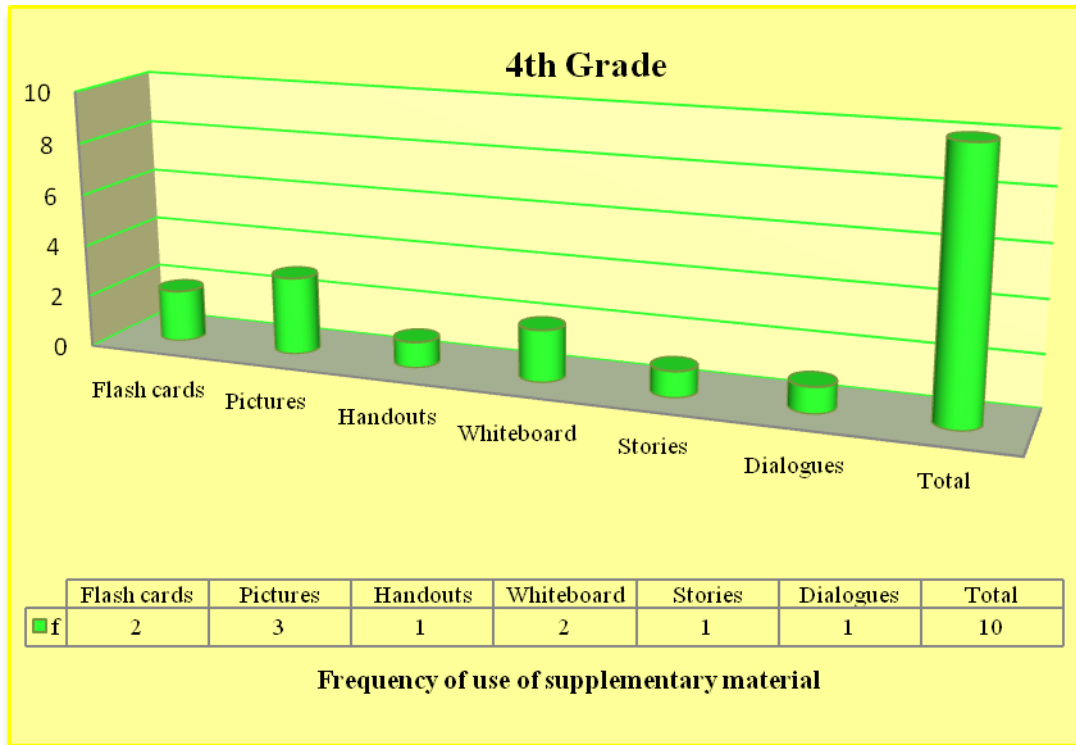
The dialogue and the story allowed auditory learners to be catered. The auditory learners' ability to learn by hearing information was stimulated by working with the dialogue and the story. These types of students were also willing to learn what was being taught by discussing about a specific topic. Moreover, the dialogue and the story were useful to cater to kinaesthetic learners since these students learned by moving, by doing, and by acting out (e.g. a role play) as they like and prefer.

In addition, the use of a variety of supplementary materials enabled the teacher to cater to cooperative learners. Drawing on Wright et al' (2006) definition, cooperative learners are those students who like to work with others. It then was observed that the teacher created an environment in which it was really funny for cooperative learners to work in pairs and groups.

Summing up, the use and the incorporation of a varied diet of supplementary materials in 6$^{th}$ grade offered the learners an excellent means of tailoring to their learning preferences. It means that the teacher made the lessons very interesting and full of stimulation for different learner types.
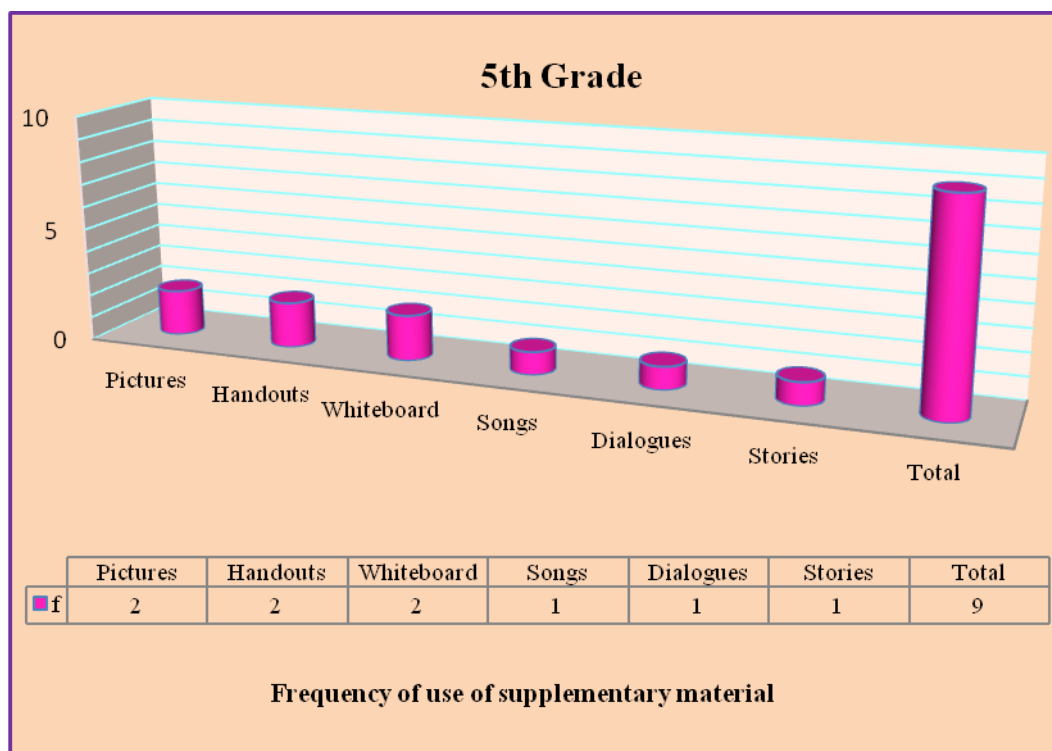
*Quantitative Analysis*

The quantitative analysis determines the differences in terms of quantity of each kind of supplementary material used in the observed classes. That is to say, the frequency of the supporting materials used in $4^{th}$, $5^{th}$, and $6^{th}$ grades is determined and analyzed. This frequency is displayed in the three charts below, one for each grade. Additionally, a chart showing the frequency and the percentages of the supplementary materials used in the three observed grades is also included in the quantitative analysis.



| | Flash cards | Pictures | Handouts | Whiteboard | Stories | Dialogues | Total |
|---|---|---|---|---|---|---|---|
| f | 2 | 3 | 1 | 2 | 1 | 1 | 10 |

**Frequency of use of supplementary material**

The $4^{th}$ grade chart shows that pictures were the most common supplementary material used in this grade. This supporting material was used in three (3) classes. In terms of frequency, pictures were used 3 times during the ten (10) observed classes. On the other hand, the frequency of use of flash cards is indicated by the number two (2), meaning that this type of teaching aid was used in two classes.
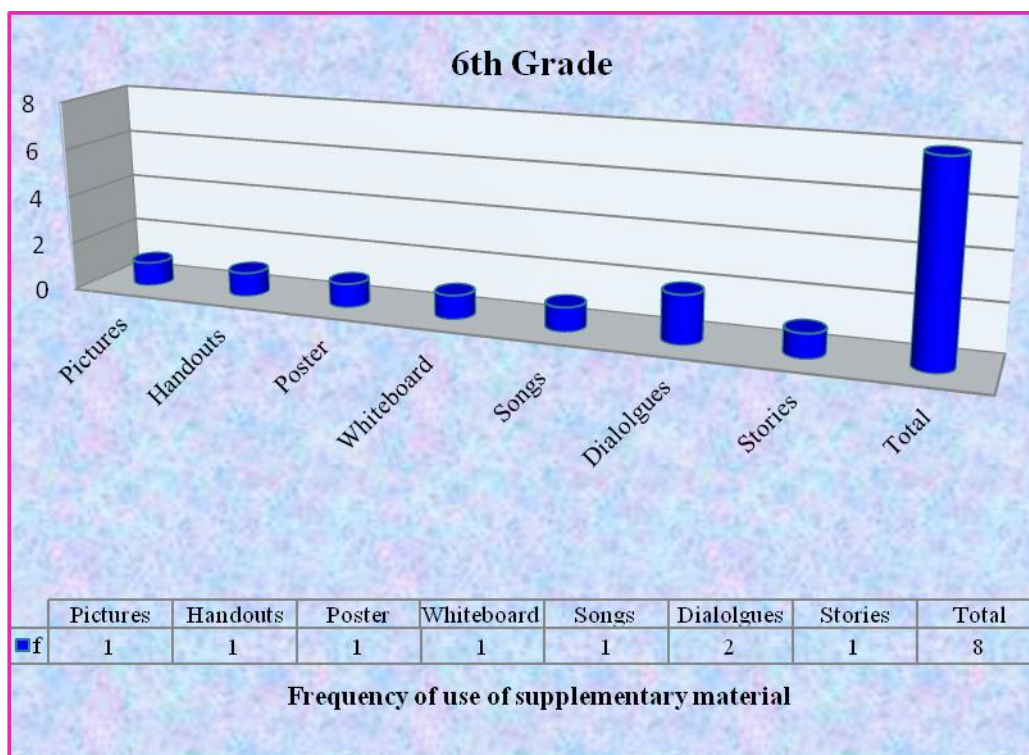
From the above chart, it can also be seen that the whiteboard was used twice which correspond to 2 lessons. In addition, the 4$^{th}$ grade chart reveals that handouts, dialogues, and stories were used at least once. As it can be seen in the 4$^{th}$ grade chart, during the 10 observed classes, the teacher used one supporting material in every single class.

The above results demonstrate that the 4$^{th}$ grade teacher considers flash cards, pictures, dialogues, etc. to be useful tools that allow her to teach English in an interesting way. Judging by the reaction of the students, it was also noted that these materials made the class more enjoyable, motivating, and easy for the learners. Similar conclusions were also drawn from the "applied survey" where the teacher mentioned that she uses several supporting materials to tailor to different learning preferences since every student learns in a different way. Similarly, and based on the survey applied to the learners, the obtained results confirm that the use of each supplementary material in this grade was for the students a source of stimulus to learn English. These factors help to identify the reasons why the teacher used the supporting material displayed in the 4$^{th}$ grade chart.

**5th Grade**

| | Pictures | Handouts | Whiteboard | Songs | Dialogues | Stories | Total |
|---|---|---|---|---|---|---|---|
| ■f | 2 | 2 | 2 | 1 | 1 | 1 | 9 |

**Frequency of use of supplementary material**

The 5<sup>th</sup> grade chart reveals that pictures, handouts, and the whiteboard were each used twice, but in two different lessons during the 10 observed classes. In contrast, songs, dialogues, and stories were each used only once in one different class respectively. Furthermore, from the 5<sup>th</sup> grade chart, it can be seen that six different kinds of supporting materials were used. In terms of frequency, these supplementary materials were used in nine (9) out of 10 observed classes.

As outlined in the applied survey, the 5<sup>th</sup> grade teacher believes that using a variety of supporting materials encourages and motivates the students to learn English. This is why the teacher prefers to use pictures, handouts, the whiteboard, songs, dialogues, and stories with the frequency indicated in the 5<sup>th</sup> grade chart. Moreover, based on the students' survey, the obtained results show that through the variety of supplementary material used by the teacher, the learners understood the EFL lesson better, participated in the class, and learned in accordance with their preference.

**6th Grade**

| | Pictures | Handouts | Poster | Whiteboard | Songs | Dialolgues | Stories | Total |
|---|---|---|---|---|---|---|---|---|
| ■f | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 8 |

**Frequency of use of supplementary material**

The 6th grade chart indicate that dialogues were used twice, namely in two observed classes. In turn, pictures, handouts, posters, songs, stories, and the whiteboard were used only once in different lessons. The 6th grade chart also shows that the teacher's frequency of use of the supplementary materials in this grade was in 8 out of 10 observed classes.

As described in the applied survey, the 6th grade teacher indicates that pictures, posters, dialogues, handouts, etc. are easy to adapt to the preferences of his class since they enable the learners to develop listening, speaking, reading, and writing skills. That is the reason these materials were used with the frequency shown in the 6th grade chart. According to the students' survey, the obtained results are also linked to the fact that the different supporting materials used by the teacher helped the learners to assimilate the lesson and increased their participation in class.

| Frequency (f) and Percentage (%) of Use of Supplementary Materials | | | | | |
|---|---|---|---|---|---|
| Indicators | 4<sup>th</sup> Grade | 5<sup>th</sup> Grade | 6<sup>th</sup> Grade | Total | Percentage |
| | f | f | f | f | % |
| Flashcards | 2 | | | 2 | 7.4 |
| Pictures | 3 | 2 | 1 | 6 | 22.22 |
| Handouts | 1 | 2 | 1 | 4 | 14.82 |
| Posters | | | 1 | 1 | 3.71 |
| Whiteboard | 2 | 2 | 1 | 5 | 18.52 |
| Songs | | 1 | 1 | 2 | 7.4 |
| Dialogues | 1 | 1 | 2 | 4 | 14.82 |
| Stories | 1 | 1 | 1 | 3 | 11.11 |
| Total | 10 | 9 | 8 | 27 | 100% |

This chart shows the total frequency and the percentages of each type of supporting material used in the three observed grades. From this chart, it can be seen that supplementary materials were used in 27 out of 30 observed classes. The frequency of use which corresponds to all the supplementary materials used in each grade is as follows: in the 4<sup>th</sup> grade 10 times, in the 5<sup>th</sup> grade 9 times, and in the 6<sup>th</sup> grade 8 times. This indicates that in the 4<sup>th</sup> grade the teacher used more supplementary materials than in the other two grades. As displayed in the above chart, pictures were the most common material used in the observed classes. This supporting material was used 3 times in 4<sup>th</sup>, 2 times in 5<sup>th</sup>, and 1 time in 6<sup>th</sup> grade respectively. Regarding percentages, the following are the total percentages and frequency of the supplementary materials used in the observed classes:

As it can be seen, the frequency of use of flash cards is 2 which is equivalent to 7.4%. Pictures were used 6 times, representing 22.22%. Handouts represent 14.82 percent of the frequency of use, meaning that they were used 4 times. Posters were used in 1 lesson which is equivalent to 3.71%. The whiteboard was used 5 times, corresponding to 18.52%. Songs were used 2 times which represent 7.4%. Dialogues were used in 4 lessons which is equivalent to 14.82%. And the frequency of use of stories is 3 times, corresponding to 1.11%.

The reasons for obtaining these results were already explained in each section corresponding to the 4th, 5th, and 6th charts. Additionally, it is necessary to mention that the three teachers varied their frequency of using supplementary materials in their EFL classes to motivate the students, to facilitate their learning, to provide them with extra stimulus to remember the lesson, etc.

## Conclusions

Having conducted the research study, it was concluded that:

➢ There were a variety of supplementary materials used by the three observed teachers. These materials included flash cards, pictures, posters, handouts, the whiteboard, songs, dialogues, and stories.

➢ Almost all of the supporting materials used in the observed classes were pertinent to the content of the lessons. Accordingly, nearly all of the objectives of the lessons were accomplished.

➢ The supplementary materials were used considering the age, level and understanding of the students. As a result, the children were able to understand what they were learning and were capable of producing the EFL language meaningfully.

➢ The quality of almost all of the supplementary materials was good enough. That means the supporting materials were well-designed with attractive features, i.e. very colorful and striking visuals, clear sound, and appropriate speed of audio material, etc.

➢ Different learning styles such as visual, auditory, analytic, kinaesthetic, and cooperative were tailored through the variety of supplementary materials used in 4th, 5th, and 6th grades.

➢ In general, pertinence, appropriate use, and good quality of supplementary materials for teaching English to children in EFL classrooms made a powerful contribution to the process of learning, promoted the development of listening, speaking, reading, and writing skills, livened up the classes, helped the teachers create opportunities for the learners to be exposed to the target language, etc.

## Recommendations

➢ It is recommended that EFL teachers use different supporting materials in their lessons in order to supplement the main coursebook and to offer learners a stimulating language input that encourages them to carefully pay attention to the lesson, sustain their motivation throughout the class, and enhance their learning.

➢ All of the supporting materials should be selected in accordance with the topic and objective of the lesson as well as the students' needs, age, and their learning preferences to ensure for the learning, participation, and the success of the class.

➢ The quality of the supporting materials should be good and high to effectively focus the learners' mind on assimilating what is being taught and to make the EFL class an enjoyable experience for each student.

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Annexes

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _____          CLASS Nº ____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

_____

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

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

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

Was it used appropriately 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?

_____
_____
_____

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _____          CLASS Nº ____

GRADE: _____

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

**VISUALES**

- flash cards ( )
- diapositivas ( )
- mapas ( )
- gráficos o fotos ( )
- tablas u organizadores gráficos ( )
- hojas con actividades ( )
- posters ( )
- tarjetas con palabras ( )
- pizarrón blanco o negro ( )

**AUDIO**

- canciones ( )
- diálogos ( )
- historias ( )
- cuentos ( )

**AUDIOVISUALES**

- videos ( )
- películas ( )
- documentales ( )

**OBJETOS REALES**

- objetos: ( )

  (juguetes, plantas, frutas, etc.)

**ONLINE**

- websites ( )

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

_____

¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?

( ) siempre          ( ) de vez en cuando

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _____          CLASS Nº ____

GRADE: _____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

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

Why?

_____

_____

_____

FILLED STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (✓)

DATE: May 4th, 2011                                    CLASS Nº 01

GRADE: 4th

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

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

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

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

Me gustaría que utilice el Internet y también el infocus para proyectar diapositivas.

¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?

(✓) siempre                    ( ) de vez en cuando

FILLEDSTUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (✓)

DATE: May 18th, 2011                                    CLASS Nº 04

GRADE: 4th

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

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

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

Me gustaría que también utilice videos y películas para enseñarnos.

¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?

(✓) siempre               ( ) de vez en cuando

FILLEDSTUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (✓)

DATE: May 12th, 2011                                   CLASS Nº 02

GRADE: 5th

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

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

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

Todos los materiales que el profesor usa me gustan porque es divertido aprender con ellos.

¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?

(✓) siempre                    ( ) de vez en cuando

FILLEDSTUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (✓)

DATE: May 26th, 2011                                        CLASS Nº 05

GRADE: 5th

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

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

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

Me gustaría que utilice power point y websites.

¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?

(✓) siempre                ( ) de vez en cuando

FILLEDSTUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (✓)

DATE: June06th, 2011                                         CLASS Nº 07

GRADE: 6th

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

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

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

Me gustaría que el profesor en la clase de Inglés también use películas para poder ver y

escuchar al mismo tiempo a los nativos.

¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?

(✓) siempre                    ( ) de vez en cuando

FILLED STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (✓)

DATE: June08<sup>th,</sup> 2011                                    CLASS Nº 08

GRADE: 6th

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

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

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

Me gustaría que incluya el pizarrón interactivo para complementar nuestro aprendizaje.

¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?

(✓) siempre                    ( ) de vez en cuando

FILLEDTEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (✓)

DATE: May 18th, 2011                                   CLASS Nº

GRADE: 4th

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

Yes, I think the use of supplementary material makes EFL classes easier for students to understand, and it helps the learners be motivated.

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

I usually use the white board, flashcards, pictures, dialogues, etc. They enable me to approach the lesson in an interesting way so that my pupils enjoy their learning.

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

I take into consideration the different learning styles when designing and elaborating the supplementary material because, as a teacher, I am well aware that every student learns differently.

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

My students always are happy to learn with the supplementary material used in the class. So they feel stimulated to learn English.

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

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

Why?

Supplementary materials make possible to supplement the main course and give my students an extra stimulus for learning English.

FILLEDTEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC (  ) PRIVATE (✔)

DATE: May 10th, 2011                                      CLASS Nº

GRADE: 5th

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

Yes, I think supplementary material motivates students because they can learn English through different teaching aids.

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

I usually use pictures, stories, dialogues among others.

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

Of course, you know not all students have the same learning styles.

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

They prefer pictures, stories, songs because they say that these supplementary materials allow them to remember what they learn easily.

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

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

Why?

I use supplementary material in about ninety percent because no coursebook is targeted at my students' needs.

FILLED TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (✓)

DATE: June 8$^{th}$, 2011                                        CLASS Nº

GRADE: 6$^{th}$

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

 Sure, supplementary materials not also motivate the students, but also they enhance their learning.

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

I usually use pictures, songs, stories, and handouts because they are easy to obtain and adapt to my classes so that my students can develop listening, speaking, reading, and writing skills.

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

Yea, I consider my students' different learning styles when I design and elaborate the supplementary materials because they like to learn in different ways.

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

When I use pictures, posters, dialogues, etc., my students are delighted to learn English.

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

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

Why?

Supplementary materials make the class enjoyable and facilitate the teaching and learning process. However, I also use the students' book lesson by lesson.