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## Certification

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Certifies that:

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

Therefore, authorizes the presentation of this thesis, which complies with all of the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, March 2012

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## Authorship

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Author

## Dedication

This research is dedicated to Myrian who has never failed to give me her moral support. She is the most important person in my life and she is the inspiration in everything I do.

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## Abstract

The theme of this research is “The use of supplementary materials for teaching children in EFL Classes”. The purpose of this research was to find out whether or not teachers use supplementary materials, and if they are used, how pertinent, appropriate, and qualified those materials are.

The method of the study was selecting an institution where English is taught as a foreign language. In this case, the study was developed in a public school in the city of Pelileo in the province of Tungurahua. The sample consisted of students from 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades. The data was collected through the observation of ten classes in each grade with the use of tables, questionnaires and interviews applied to the teachers and the students. It was necessary to develop a qualitative and quantitative process where the collected data was explored, analyzed and described in terms of pertinence, appropriateness, quality and frequency.

Finally, it can be stated that the most important conclusion of this research is that the supporting materials used for teaching children in EFL classes were visual, audio and realia.

## Introduction

In the language learning process, teachers should not work alone to achieve their goals. They should use different kinds of aids and sources appropriately to develop an effective teaching learning process. For this reason, it is important to consider the theme of this research which is “The use of supplementary materials for teaching children in EFL Classes”. One of the most important teaching aids is the use of supplementary material, which can be a great tool to facilitate the language learning process. Research of teaching English as a foreign language suggests that the use of supplementary materials makes classes more interesting and motivating. The main objective of this study is to determine and analyze the types of supporting materials used for teaching children in EFL classes. It is necessary to mention the three specific objectives of this research: 1) Identify and analyze supporting materials used for teaching children in EFL classes. 2) Describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students’ needs), and quality. 3) Determine the frequency and variety of the supplementary materials used in the observed classes.

The importance of this study is that this research provides information about the use of visual, audio, audio-visual, realia and online websites in English as a foreign language classes because the reality in Ecuador suggests that some teachers are not using materials appropriately or are not using them at all.

It can also be mentioned that the objectives of this research were accomplished as it was possible to identify and analyze each one of the supplementary materials used in



EFL classrooms in terms of pertinence, appropriateness, and quality. In addition, the frequency and variety of supplementary materials used in EFL classes were determined.

Moreover, it is necessary to consider previous studies because they provided the foundation of the research. In one case, Çakir (2006) suggested that a great advantage of video is that it provides authentic language input and it can be used for intensive study. The use of video has practical implications in any classroom environment, so it is a good idea to analyze the use of audio visual as supplementary material in the classroom. The limitation of this study was that it did not show if student attitudes and motivation might be affected by different teaching techniques or more video lessons. Additionally, Evans (2006) suggested that TV news helps to integrate the four skills in the EFL. It was a good idea to use a natural context and provided different types of speech and language with new vocabulary and expressions in the classroom. For this reason, it was necessary to analyze the use of TV news in the process of teaching in classrooms in Ecuador. In Evan's study, the limitation was that the use of the four skills with the news is a little difficult for beginner students. Bae (2008) suggested that websites provide activities for grammar, vocabulary, reading and listening and task-based web activities that require students to use the web and produce more effective learning. For this reason, the study of the use of web-based activities that provide accessibility and interactivity was developed. In this case, the limitation was that not all students in Ecuador have Internet access to practice web-based language learning activities.

This study will benefit students and teachers because it will awake teachers' interests in using supplementary material in their classes, having as a result more motivated students and more interesting classes as well as an improvement in the

English educational system. Moreover, this study provides a great source for future investigations because this research provides real information about the use of supplementary materials and the actual situation of the schools in Ecuador.

The methodological limitations were related to the sample size collected during the research process. It was obvious that the number of observed classes needs to be increased because ten classes was a limited sample and did not show in reality the most frequently used supplementary materials. After the research process, it was evident that some supplementary materials were used only once during the research process. For this reason, it was difficult to identify the most frequently used supplementary materials for teaching children in EFL classes.

## Methodology

### *Settings and Participants*

This research was developed in a public school in the city of Pelileo in the province of Tungurahua. The participants in this study were students from three different grades. In the 4<sup>th</sup> grade, there were twenty students, twelve boys and eight girls, all of them approximately eight years old. In the 5<sup>th</sup> grade, there were eighteen students, eleven boys and seven girls, all of them approximately nine years old. In the 6<sup>th</sup> grade, there were twenty-one students, twelve boys and nine girls, all of them approximately ten years old.

### *Procedures*

The literature review was developed according to the following topics. One of the themes was “Teaching a Foreign Language” which is about the current situation of English as a foreign language class. Another important topic was “Learners” which describes the characteristics of learners in accordance with age, learner differences and motivation. The next topic analyzed in this research was “Learning Styles” which describes the way that people learn. In addition, it was necessary to analyze topics related to “Teaching Techniques” which is about the concrete actions planned by teachers. Another important theme was “Contexts for Teaching” which describes the relationship among teacher and students in the class. One more topic was “Supplementary Materials” which relates to visual, audio, realia and online websites. Important resources in this research were books, the Internet and previous studies which provided an effective reference to develop the research process.

The design applied in this research was related to the most important methods: qualitative and quantitative. On one hand, qualitative methods investigate the use of supplementary materials in the schools. This method was applied with direct observation. On the other hand, quantitative methods describe the frequency of use of different supplementary materials. This method was applied with the use of statistics.

The research process was done with the following steps. An institution where English is taught as a foreign language was selected. Then, three grades were chosen: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup>. Next, ten classes were observed. Observation sheets were filled out for each class. After that, two students and the teacher of each class were interviewed. The purpose of the students' survey was to investigate the students' opinion of the used material and the objective of the teacher's survey was to know teacher's point of view of supplementary materials and learning styles.

The techniques used in this research for collecting data were the following: One of the techniques was "Reading" which was applied during the literature review. Also, note-taking was used in the collection of data. In addition, surveys were analyzed in the process of the literature review. Also, the instruments used in this research were data collection formats, observation formats and questionnaires. Subsequently, it was necessary the use of tables in the tabulation to present the results of the research.

The process for the data tabulation was to fill out four tables. In the first table, it was necessary to tick the materials used in the class process. The next three tables were related to the pertinence and appropriateness of the supplementary materials used to teach children. After that, it was necessary to fill out the frequencies of the use of

supplementary materials in the table called Frequency of Use of Supplementary Materials.

The aspects considered in the analysis of results were qualitative and quantitative. It was necessary to develop qualitative analysis because it was important to find out the pertinence, appropriateness and quality of the use of supplementary materials in EFL classes. Finally, it was essential to develop quantitative analysis because it was significant in determining the frequency of use of supplementary materials. As a result, it was possible to establish the most-used supplementary materials.

## Discussion

### Literature Review

Technology provides extraordinary tools to enhance excellent supplementary materials. It is important for the instructor to consider the use of supplementary materials in the classroom because they help to attract the attention and the interest of the students in learning another language. The following paragraphs describe theoretical support for the topics related to the use of supplementary materials for teaching children in EFL classes. As well, this section includes previous studies that provide positive support for the use of supplementary materials and shows their beneficial results in the language-learning process.

In our world today, teaching a foreign language is a big necessity because there are many languages that people need to know to be able to communicate with other people around the world. Bowers (1987, p.5) states, “The needs of a developing nation and the competence of the graduates of colleges of education is the learning of a foreign language”. This quote explains clearly that people in a developing country need to know a foreign language for different reasons, for instance: research, travelling, business, knowledge, etc. As a result, students with knowledge of a foreign language have more work opportunities in different places and contexts. Consequently, knowledge of a foreign language helps citizens contribute to the development of their country. When people know a foreign language, they are able to transmit their customs. People know the reality of their country and contribute with tourism, production, economy, etc. Besides, it is important to consider the purpose of teaching a foreign language because it changes the reality of the world.

In regards to customs and cultures, Haboud (2009, p. 63) states, “There is a tendency not only to maintain linguistic and cultural diversity worldwide, but also to ease universal access to quality education which should comprise the learning of other languages and cultures”. From this quote, it is possible to infer easily that it is very important to consider the teaching of a foreign language because people through languages can access quality education and intercultural relations. Language learning contributes to the development of a country and its people. For this reason, it is very important to consider developing efficient programs for teaching and learning foreign languages. With these programs, not only can a country develop but also, the people can have access to quality education and better opportunities and, as a result, a better way of life.

Nowadays, all people in the world need to learn a foreign language, regardless their professions, whether they are doctors, teachers, secretaries, lawyers or engineers. All people need foreign language in their everyday activities for the rest of their lives. This is why, it is important to always consider their characteristics of learners in regards to age, motivation and their expectations in the future.

In general, many children, teenagers and adults as first time learners are classified according to different parameters such as age, learner differences and motivation. Regarding this, Ridnour (2006, p. 43) states, “Learners of different age, especially children need to feel safe, physically and intellectually in the classroom. Teachers must help learners be physically comfortable enough to access their intellect”. Consequently, teachers have to consider first of all the age of the children they are going

to teach so that they can choose proper techniques in order to make the children feel safe during the language learning process.

Concurrently, talking about the age of learners, Katz (1996, p. 132) states, “There are two important dimensions of development learners according to the age, especially children, the normative and the dynamic dimensions”. Before anything, once the teacher has determined the characteristics and capabilities of the children, he or she must address the proper normative dimension. Followed by this, teacher must understand the dynamic dimension that deals with an individual child’s progress from immaturity to maturity. Finally, teachers have to consider the capabilities and maturity of the children group so they can plan their lessons according to their language learning process.

In addition, there are many learner differences to consider. Ridnour (2006, p. 43) states, “Teachers have to consider learner differences in the language learning process that are: economic difference, values difference, and attitude difference”. In the same way, there are students with special needs, such as learning disabilities, emotional difficulties, speech and language difficulties, motor disabilities, and limited vision. It is important to appreciate that there are many differences among learners. The differences are related to psychological, physical and cultural aspects. Due to all these aspects, the teachers must consider learners differences so they can apply the most suitable supplementary materials to improve language learning.

Also, talking about learners, it is important to mention the motivation that children have to learn a foreign language. Because of the benefit that learning a foreign language has, more and more people are motivated to learn one so they can communicate with other people around the world. This supports what Burkart, G.



(1998) suggested that many people learn a foreign language because they need language for their work, so this becomes an instrumental motivation. Meanwhile, other people learn English because of their passion and their interest in identifying themselves with a particular community, so they have integrative motivation. These two kinds of motivation are required to apply different methods in teaching a foreign language. On one hand, when people learn a foreign language with instrumental motivation, they only want to know specific rules of the language. On the other hand, when people learn with integrative motivation they want to know the essence of the language and its deep variations. However, it is important to consider the case when people learn a foreign language with both instrumental and integrative motivation because they want to learn English for operational purposes and for the necessity of identification with the reality of a specific community.

In general, teaching any language requires the consideration of different learning styles which are the ways a person learns and studies a foreign language. In this case, Lazear (2004) suggested that it is possible to consider three types of learning styles. They are: visual learners, who learn most effectively through the visual channel; auditory learners, who learn most effectively through listening; and kinesthetic learners, who learn best when physically engaged in learning activities. For visual learners, the teacher can use diagrams, pictures, charts or demonstrations. Auditory learners can easily understand information with songs, dialogues, stories, tales, teacher explanations, discussions, lectures and oral presentations. For kinesthetic learners the teacher can use role-plays, simulations and practical experiments. As a result, learning styles are the most important consideration in selecting supplementary materials for teaching children.

Moreover, learner styles have influence in the language learning process. In this case, Pashler, McDaniel, Rohrer, & Bjork (2009) suggested that the instructional method that is effective for some students with one learning style is not the most effective method for other students. For this reason, it is important to consider that teachers have to be very careful in choosing supplementary materials according to the learning styles of their students.

Furthermore, Larsen (2000, p. 9) states, “When teachers are exposed to methods and asked to reflect on their principles and actively engage with their techniques, they can become clearer about why they do what they do.” Consequently, when teachers use suitable teaching techniques, they are able to produce better results because teachers are clear with their explanations and transmit knowledge in a good way. Especially with children, teachers have to plan concrete activities with appropriate supplementary materials that motivate and improve the attention of students.

In regards to teaching techniques, Scott & Ytreberg (2001) suggested that some children develop their knowledge gradually, others in leaps and bounds. There are big differences in how quickly different students learn. For this reason, teachers must plan class activities with techniques that are suitable for their children. The most common technique is interaction. Many students like interaction with others so they are motivated during language learning activities. As a result, teachers have to consider all of these techniques to plan concrete activities.

Moreover, it is necessary to mention that factors in teaching techniques are related with the following principles. One of the principles is encouraging contact among students. This means that when students exchange knowledge, they learn more.

Another important principle is developing reciprocity and cooperation among students. This means that students need help from their classmates and need to learn how to help other students. Next among the principles is encouraging active learning, which means that students need to be active participants in their learning. Another important principle is given feedback prompts. It refers to the need of repeating and reviewing the knowledge obtained by the students. An additional principle is emphasizing the time of a task. It means that teachers have to leave enough time for each task during the class. One more principle is communicating high expectations. It refers to the fact that teachers have to express to their students the importance of the class and that the knowledge is necessary for them. Ultimately, all teachers must know the teaching techniques mentioned in this paragraph as tools for planning class activities with which they can develop an excellent language learning process.

At this point, talking about teaching techniques, Silverman (2007) suggested that it is necessary to provide incentives for homework completion or task behavior and pay one-on-one attention because children need guidance with organization and elaboration of ideas. Consequently, teachers have to consider that it is important to provide incentives and guidance during the class because children need help to do some activities. If teachers do not consider these suggestions, they do not apply techniques and children do not learn.

Concurrently, teachers need to analyze factors and principles to plan class activities and get the objectives of the class. Besides, teachers need to consider the different contexts for teaching. As a result, teachers will do their job well and they will develop the language learning process appropriately.

In general, the context for teaching refers to the relationship between teacher and student in the process of teaching and learning in the class. It is important to know that there are many kinds of context for teaching. In this case, Mark (2010) suggested that there are many teaching contexts for the dynamics of the student instructor relationship and criteria used for improving traditional situations that happen in classrooms. Consequently, teachers may have different context in the classroom so they have to improve strategies for the following contexts: large classes, discussion classes, and laboratories. Moreover, when instructors are in front of large classes they have to be careful with the activities and have to organize them or they will lose control of the class and students will learn nothing. In the same way, when teachers have a discussion class, they have to be able to control all the students during the class. Following this further, when instructors are in a laboratory they have to change the process of the traditional class because the activities in the class are different from the activities in the laboratory.

Additionally, regarding different contexts for teaching, Candlin & Mercer (2002) suggested that the exploitation of the knowledge in the classroom depends on the social context of the three processes, and the relationship among them. The three processes are: interaction between theory, research and professional practice. Furthermore, it is necessary to analyze the interaction between theory and practice, in a way that knowledge will be meaningful in this context. As a result, the practice of the social context of the three processes has to be applied in all ways of knowledge, especially in a professional context.

Moreover, in relation to the different contexts for teaching, Lund (2010) suggested that educationalists have to produce course materials that are closer to the

reality of students, which can improve an effective cognitive engagement because the materials link up with their own experiences. Consequently, people have different interest in learning course materials that are personalized and related to their lives and personal experiences. For example, children in Ecuador would enjoy talking about foods in Ecuador and other countries where foods are similar. In this case, it is important to mention that contexts for teaching are related to the course materials that are prepared when teachers plan a class. The course materials refer to the supplementary materials too. Unquestionably, supplementary materials have an important role in the process of teaching and learning because they are the tools of teachers, like the hammer is the tool of a mechanic.

It is also necessary to provide a good definition of supplementary materials. Itsmar (2010, p. 2) states that “Supplementary material is substantial additional work which is incorporated into or related to the original material but which has some function or capacity to entertain or inform independently, physically separate from the basic bibliographic.” In general, teachers have the responsibility to prepare materials for their classes because the quality of a class depends on the kind of materials they use. Because instructors aim for high quality classes, they have to prepare excellent materials for the class and include effective supplementary materials.

In this occasion, it is necessary to describe the importance of supplementary materials. In this case, Rosenthal & Reich (2010) state that, “The importance of supplementary material is that it produces motivation during classes. When teachers plan classes with supplementary materials learners are motivated and they are interested in learning more about the topic of the class”. Therefore, supplementary material produces

a good environment in class and effectively motivates students so objectives of the class are obtained in a good way. Obviously, students and specifically children improve their interest and motivation when the classes are dynamic and have different materials and in different mediums.

Moreover, supplementary materials play an extraordinary role in the language learning process. In this case, Powell, M. & Clarke, S. (2004) state “The role of supplementary material is to be facilitator in teaching languages, especially a second or a foreign language”. As a result, the use of supplementary materials is necessary for teachers in English as a foreign language classes. Teachers have to include these supplementary materials in the curriculum of different classes.

Meanwhile, supplementary materials that are presented in class play an important role because they contribute to the excellent development of a class, especially if the students are children. As well, Powell & Clarke (2004) state, “Materials like visual, audio, audiovisual, realia objects, and online website, are special materials that are appropriate for a particular class. They need to have an underlying instructional philosophy, method and technique which suit the students and their needs”. As a result, all teachers have to be careful when they choose supplementary materials, because these must be according to the needs of the students and the goals of the class.

In addition, it is necessary to consider previous studies because they provide the foundation of this research. Previous studies provide the experience to manage supplementary materials in an effective way because it is possible to know what happened with the use of supplementary materials for teaching children in EFL classes.

The following paragraphs describe previous studies that were developed some time before.

In regards to previous studies, Çakir (2006) suggested that a great advantage of video is that it provides authentic language input and it can be used for intensive study. The use of video has practical implication in any classroom environment, so it is a good idea to analyze the use of audio visual as supplementary material in the classroom.

According to the previous study of Çakir, it could be mentioned that the methodology of the use of video suggested that the class was oriented by teachers who have the responsibility of creating a successful language learning environment. First of all, the teacher should use the power of video films in classroom. Teachers have to remember that video cannot replace the teacher because the teacher is the most important element during the class. The videos are applied in the process of teaching with the control, help, and organization of the teacher. Students were evaluated before and after the use of video in the classroom, this methodology was used to evaluate the objectives obtained. Moreover, the conclusions of the study developed by Çakir were that the use of supplementary materials makes the learning foreign language attractive and it improves motivation of learning. The good grades that students obtain after the use of video in the classroom are significant. Besides it is necessary to support that video is an extraordinarily rich source of language in use and it needs to be exploited.

Likewise, regarding the previous studies, Evans (2006) suggested that TV news helps to integrate the four skills of EFL. It is a good idea to use a natural context that provides different types of speech and language with new vocabulary and expressions in

the classroom. Hence, it is necessary to analyze the use of TV news in the process of teaching in classrooms.

Therefore, the methodology applied in the previous study developed by Evans suggested that the process of teaching was oriented by the teachers, who started incorporating TV news into their classes. First, it was necessary for teachers to identify TV news resources. After that, they have to do news selection criteria. At the following, teachers used TV news in the classroom with efficient organization and tips. The results of the study were analyzed by the comparison between grades before and after the use of TV news in the class. Moreover, the conclusions of Evans' study reveal that, the use of TV news is a fantastic way to improve knowledge and motivation in students because of their benefits like types of speech and vocabulary. In addition, students learn about all things that happen in the world and this knowledge produces more meaningful learning. It is necessary to recall that TV news is a big area of study and it is very important to continue exploring better methods of teaching TV news stories and more fruitful ways to serve students.

Similarly, talking about previous studies, Phuong (2003) suggested that it is strongly necessary to explore how students and teachers view their multimedia learning / teaching experience with the inclusion of multimedia in language teaching. Besides the tools used in the study are a network of computers and related software, VCRs, cassette players, and slide projectors which are able to produce wonderful experiences for students.

Following this further, it could be mentioned that the methodology of multimedia usage in the study was the following: in the first place, data for the study was collected



over a two-week period, consisting of quantitative information obtained from questionnaire surveys of multimedia lab. In the second place qualitative information was gathered from a series of interviews with teachers and others concerned. The participants were among 210 language students of two different levels: pre-intermediate and intermediate. Those students were asked to fill in questionnaires in order to detect the level of efficient attitudes of learners obtained with the use of multimedia. Moreover, the conclusions of the study developed by Phuong were the following: It is important to recall that technological development can critically affect our behavior and expectations, because it was demonstrated that the use of multimedia in teaching language produces excellent learning results in students. Multimedia has extraordinary benefits that provide authenticity, interactivity, accessible resources, combination of pictures, sound and text. For this reason, multimedia has to be considered the most important material in facilitating the teaching / learning process and provides inclusive supplementary materials.

Regarding previous studies, Bae (2008) suggested that Web sites provide activities for grammar, vocabulary, reading and listening and that task-based Web activities produce more effective learning. For this reason, the study of the use of Web-Based Activities that provides accessibility and interactivity was developed. The methodology applied in the usage of Web sites in the previous study developed by Bae suggested that the process of study was developed in the following three steps. First it is important to adopt interactive language exercises with pre-created Web activities. Second, it is necessary to make use of a variety of authentic Web resources with task-based Web activities. And third, it is very important to employ tailor-made language

exercises with teacher-made Web activities. The results of the research were evaluated with tests and comparing students' grades. Moreover, the conclusions of Bae's study reveal that Web-based activities can develop and implement effective pedagogy in the class. Additionally, the author suggested that teachers need to select or develop high quality Web resources and use them as a supplementary resource for teaching ESL in the class.

In addition, talking about previous studies, Lee (2000) suggested that Internet provides new possibilities for keeping students interested and engaged in class activities especially in the ESL/EFL classroom. For this reason, it was necessary to study the use of the internet in the classrooms. Consequently, it could be mentioned that the methodology of the usage of the Internet suggested that the process of study was applied in four steps in which the Internet can function as an educational tool in schools. The first step is to search and receive messages that are based on using the Internet as a huge virtual library. In these activities students search and retrieve information from these libraries. The second step is the action of publish that is done on web pages. The third step is the activity of talking and replying to messages that take place via the Internet through email correspondence. The final step is to collaborate and learn from other students and join projects that involve students from two or more classrooms that are around the world. The result of the research was evaluated with a test applied on line to all the students and the benefits were notable by the high scores obtained by students. Moreover, the conclusions of the study developed by Lee were the following: it is important to confirm that the Internet can energize the ESL/EFL classroom by offering new and interesting ways for students to practice and sharpen their English skills. It is

also necessary to mention that the Internet provides wonderful supplementary materials for improving learning and motivation, especially in children. Lastly, it is recommendable that Internet has to be an essential resource in all schools in spite of the economic level of the institution.

## 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	✓	
	white/black boards	✓	
Audio	songs	✓	
	dialogues	✓	
	stories		✓
	tales		✓
Audiovisual	videos		✓
	movies		✓
	documentaries		✓
Realia	objects (toys, plants, fruits)	✓	
Online	websites		✓

Author: Carlos Diego Gordón Gallegos

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

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

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

Author: Carlos Diego Gordón Gallegos

Source: 4<sup>th</sup> (8 years old approx.) grade

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

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

Author: Carlos Diego Gordón Gallegos

Source: 5<sup>th</sup> (9 years old approx.) grade

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

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

Author: Carlos Diego Gordón Gallegos

Source: 6<sup>th</sup> (10 years old approx.) grade

*Quantitative Tabulation*

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4 <sup>th</sup> grade (8 years old approx.)	5 <sup>th</sup> grade (9 years old approx.)	6 <sup>th</sup> grade (10 years old approx.)	Total	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures	1	1	1	3	18,75
	charts					
	handouts					
	posters	1	1		2	12,50
	word cards	1			1	6,25
	white/black board	1	1	2	4	25,00
Audio	songs	1	1	1	3	18,75
	dialogues			1	1	6,25
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)	1	1		2	12,50
Online	websites					
					16	100

Author: Carlos Diego Gordón Gallegos

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



## Description, Analysis, and Interpretation of Results

This section contains two kinds of analysis: qualitative and quantitative. The qualitative analysis describes the use of supplementary materials according to the characteristics of the importance of the material used in relation to the content, related to the students' level and understanding, design and elaboration of the supplementary material and learning styles. The quantitative analysis describes the percentage of use of supplementary materials according to the frequency of use obtained during the research in the different grades.

### *Qualitative Analysis*

#### *4<sup>th</sup> Grade/8 Years old*

##### *Pictures*

In the ninth class, the theme was "Adjectives: I am Happy", and the main objective of the class was "Describe some common characteristics of different people". The use of pictures as supplementary materials was according to the topic. All the pictures had additional information to describe appearance, feelings and clothing. The teacher used ten pictures that contributed to reach the goal of the class.

Moreover, the pictures used in the class were considered according to the age of the students because they were funny and entertaining. They reflected reality and attracted the students' attention. Additionally, the pictures had lists of vocabulary items that were easy for the students to understand. As a result, these materials matched students' level of knowledge. It can be stated that this kind of material was appropriate for the children because pictures motivate students and these supplementary materials help the language learning process.

In addition, the pictures were well designed with great colors. The contrast between the colors was excellent so the images were very clear and noticeable. Also the size of these pictures was big (about 50cm x50cm) and the size of the lists of vocabulary items was big too, so children from different places of the classroom were able to see the pictures. Definitely the quality of the pictures was great and it helped the teacher during the class process.

### *Posters*

The teacher used posters in the third class. The theme was “This is my Family”, and the main objective was “Identify the members of the family”. The teacher used posters to explain the family tree because this type of material had information that described all the members in the family and the relationships among them. So these materials were essential in reaching the class objective.

Also, posters used in the class were carefully chosen according to the age of the students and they offered the impression of reality and focused the students’ attention on the class topic. This type of material included lists of vocabulary items that were understood by the students so these materials were suitable for the level of students’ knowledge. It is important to mention that this kind of material was appropriate for the children because posters motivated students and contributed to the language learning process.

Furthermore, the posters were well designed with abundant colors. The figures and fonts looked as if they existed in three dimensions and the students had the impression that the images in the posters were alive because the contrast was excellent. Besides, the size of these posters was big (about 100cm x 70cm) and the size of the lists

of vocabulary items was big too. As a result, all the students were able to see the poster used in the class. Absolutely, posters had high quality and the teacher used this extraordinary type of material to improve the class process.

#### *Word cards*

This type of material was used in the fifth class. The topic was “The English alphabet” and the objective of the class was “Write and pronounce the letters of the English alphabet”. The teacher used word cards for each letter of the alphabet and the students practiced the pronunciation and the writing of each letter so the goal of this class was reached with the use of these supplementary materials.

It was easy to see that the materials used in the class were selected in accordance with the age of the students because they showed great interest in this type of material and they participated actively during the class. Besides, the students understood all the information, so it was possible to infer that these materials were in line with the knowledge of the students.

Furthermore, the word cards were designed with a lot of bright colors. The contrast of colors was exceptional, so the colors of the vocabulary items in these materials were very clear and recognizable. Likewise, the size of word cards was about 30cm x 20cm, so the children were able to identify the letters easily. The quality of the word cards was excellent. They were an extraordinary aid in developing the language learning process appropriately.

#### *White board*

In the sixth class, the theme was “This is my Name” and the objective of the class was “Spell the names of the students in the classroom”. The use of a white board was in

accordance with the topic because the teacher wrote on this material the name of the students and the children were fascinated because their names were considered in the class. The teacher wrote and spelt the names of all the students during the class. So, the goal of the class was reached.

Moreover, the use of the white board in the class was appropriate according to the age of the students because this material was easy to use and the children could practice on it. In addition, the teacher wrote on the white board vocabulary that was easy to understand by the students so the board was used in accordance with the level of knowledge of the students. It is necessary to mention that this type of material was appropriate for the children because the teacher created an active class and motivated the students effectively.

Additionally, the white board was in perfect condition because it was new. Therefore students did not have problems in visualizing the information that the teacher wrote on it. Also, the size of white board was big enough (about 1,5m x 1m). The size of the letters written by the teacher was big too, so children from different places in the classroom could see and read the information on it without any difficulty. Lastly, the quality of the white board was good and this material helped the teacher during the class process.

### *Songs*

In the first class, the theme was “Greetings” and the objective of the class was “Identify the greetings during the day”. The use of songs as supplementary materials was in concordance with the topic because they contained the use of greetings with their respective pronunciation in enjoyable way. The teacher used three songs: the morning,

the afternoon and the evening. As a result, the songs contributed in reaching the goal of the class.

Moreover, the songs used in the class were considered according to the age of the students because these materials had funny sounds that attracted the students' attention. The songs also had vocabulary that was easy for the students to understand. These materials were appropriate for the students' level of English. It is necessary to mention that this type of material was appropriate for the children because songs motivated students to sing with a lot of pleasure and these supplementary materials helped the language learning process effectively.

In addition, the songs were well chosen by the teacher. They had excellent rhythm and lyrics, so the meaning of the songs was very clear and understandable. Also the duration of the song was about 45 seconds and volume was of a suitable level, so children from different places in the classroom could listen to and sing them. Definitely the quality of the songs was great and helped the teacher during the learning process.

#### *Objects (toys)*

The teacher used objects in the second class. The theme was "Commands in the classroom" and the objective of the class was "Practice different orders using objects". The teacher used objects to explain the position of the selected objects in the class. This type of material had information on it that described all their characteristics. These materials were essential in reaching the class objective.

Also, objects used in the class were carefully chosen according to the age of the students because these materials gave the impression of reality and focused the students'

attention on the class because the toys were very beautiful. The material was labeled for students to comprehend new words well, so these materials were used in concordance with the level of students' knowledge. It is important to mention that this type of material was appropriate for the children because toys motivated students and the supplementary materials contributed to the language learning process.

Furthermore, objects were well elaborated with extraordinary colors, funny appearance and the form of the toys provided the impression that they were real. Besides, the size of the toys was big (about 50cm) and the size of the letters on it was big too. As a result, all the students were able to learn the words and their meaning. The toys were of high quality and the teacher used this extraordinary type of material to enhance the class learning process.

### *Learning Styles*

According to the information written above, it is important to mention that the teacher identified the learning styles of his students because the teacher used different supplementary materials. The teacher in the interview reported that he knew the different learning styles such as: visual, auditory and kinesthetic learners in accordance with Lazear (2004) who suggested that it is possible to consider three types of learning styles. For this reason, the teacher applied a lot of effort to provide a great variety of supplementary materials during his classes. Also, the students expressed in the interview that the supplementary materials were interesting and they would like that teachers use them more frequently because they wanted to be motivated every day to learn English well.

### *5<sup>th</sup> Grade/9 Years old*

#### *Pictures*

In the eighth class, the theme was “Plural forms: at the supermarket” and the main objective was “Identify the different products that people find at the supermarket”. The use of pictures as supplementary materials was suitable because they had additional information that described form, colors and size of different products. The teacher used fifteen pictures that contributed in reaching the goal of the class.

Moreover, the pictures used in the class were appropriate for the age of the students because they had real appearance and attracted the students’ attention. Besides, the pictures had vocabulary items and explanation that was easy for the students. As a result, these materials were according to the level of knowledge. It is important to mention that this kind of material was appropriate for the children because pictures motivated students and were essential in the language learning process.

In addition, the pictures used were well designed with extraordinary colors. The contrast among colors was excellent so the images and the color of the lists of vocabulary items were very visible. Also the size of pictures was big enough (about 40 cm x 30cm) and the size of the lists of vocabulary items was big too, so children from different places in the classroom were able to see the pictures. The quality of the pictures was great and the usage of them was indispensable during the class process.

#### *Posters*

The teacher used posters in the second class. The theme was “The Human Body” and the main objective of the class was “Write and pronounce the parts of the body”. The teacher used two posters to explain the human body because this type of material

had information that described all the parts of the human body and the action each part can do. The students showed great interest in the posters and they participated actively in all the activities during the class. So these materials were essential in reaching the class objective.

Also, posters used in the class were carefully selected according to the age of the students and they had an impression of real appearance and focused the students' attention on the class. Posters included lists of vocabulary items and explanations that were understood by the students so they were appropriate for the students' level of English. It is necessary to mention that this type of material was appropriate for the children because posters motivated students and these types of supplementary materials were essential in the language learning process.

Furthermore, the posters were well designed with great colors. The figures and fonts looked as if they existed in three dimensions and the students had the impression that the images in the posters were alive because the contrast among colors was appreciable. Besides, the size of posters was big (about 1m x 0,80m) and the size of the font was big too. As a result, all the students were able to learn more about the human body. Posters had high quality and the teacher used this amazing supplementary material to motivate students and teach them in a good way.

#### *White board*

In the ninth class, the theme was "The verb TO BE: I am a fireman" and the main objective of the class was "Describe professions by using the verb TO BE". The use of the white board as a supplementary material was pertinent to the topic because the teacher wrote on this material different kind of professions and the children were



fascinated because they imagined what they wanted to be in the future and they participated actively during the class. The teacher wrote and described different professions with their characteristics and the activities each professional does in their work. So, the goal of the class was achieved.

Moreover, the white board used in the class was considered suitable for the age of the students because this material was very easy to use and the children could do all the activities on it. In addition, the teacher wrote on this material vocabulary and explanations that were easy for the students to understand. The white board was used in accordance with the level of knowledge of the students. It is important to mention that this type of material was appropriate for the children because the teacher created an active environment in the class and taught the students effectively.

In addition, the white board was in perfect condition because it was new and the information on it was very clear and understandable. Also, the size of this material was big (about 2m x 1,5m) and the size of the letters written by the teacher was big too, so all children in the classroom could see and understand the information on it without problems. The quality of the white board was good and this material was essential to the teacher during the class process.

### *Songs*

In the third class, the theme was “The months of the year” and the main objective was “Identify and pronounce the months of the year.” The use of a song as supplementary material was suitable for the topic because the song showed the importance of knowing months with their respective pronunciation. The students were

able to identify dates in the oral presentations. In the stage of listening practice, the teacher used a great song that helped realize the goal of the class.

Moreover, the song used in the class was considered according to the age of the students because this type of material had funny sounds that attracted the students' attention. Besides, the song was slow and it had vocabulary that was easy for the students to understand. Also, this song was selected according to the level of knowledge. It can be stated that this type of material was appropriate for the children because a good song motivates students to sing with a lot of pleasure and this supplementary material can be essential in the language learning process.

In addition, the song was well chosen by the teacher. It was composed with lovely melody and a good rhythm. The lyrics and meaning of the songs were very clear and perceptible. Also the duration of the song was about 30 seconds and the volume was appropriate, so all children in the classroom could hear and sing the song. Definitely the quality of the song was great and helped the teacher during the class process.

#### *Objects (toys)*

The teacher used objects in the fifth class. The theme was "Demonstratives: these are my things" and the main objective was "Describe things that are near or far from the students". The teacher used objects to explain the things that are near or far from each student. These materials had information on them that described all their characteristics of reference and the objects were used in the practice stage. So toys were essential to reach the class objective.

Also, the toys used in the class were selected in accordance with the age of the students because these materials had an impression of reality and attracted the student

attention on the class because they were very nice. Besides, the toys had stickers with written words on them that were understood by the students. As a result, these objects were level appropriate. It is important to mention that this type of material was appropriate for the children because the use of toys motivated students to respond during the class.

Furthermore, objects were well elaborated with extraordinary materials, colors, and funny appearances and the form of the toys had an impression that they were real. Besides, the size of this type of material was big (about 40cm) and the size of the words written on them was big too, as a result, all the students were able to appreciate the assistance that the toys gave to the class because all the students were very motivated. Objects were of a good quality and the teacher used these amazing toys to facilitate the class process.

### *Learning Styles*

It is necessary to mention that the teacher was able to identify the learning styles of his students because he used materials addressed to visual, auditory and kinesthetic learners in accordance with Lazear (2004). The teacher in the interview provided the information saying that he agreed that it is important to use supplementary materials in the class in order to perform an excellent language learning process. For this reason the teacher did everything possible to use those materials during his classes. Also, the students expressed in the interview that the supplementary materials were necessary for motivation because English might be a difficult subject for some students and it is a good idea to motivate them.

*6<sup>th</sup> Grade/10 Years old*

*Pictures*

In the seventh class, the theme was “The Big City” and the main objective of the class was “Ask directions and help somebody to get to different places”. The use of pictures as supplementary materials was acceptable to the topic because they provided the image and the description of each direction. The teacher used six pictures in the presentation stage that contributed to achieving the goal of the class.

Moreover, the pictures used in the class were chosen according to the age of the students because they were funny and entertaining. Pictures had excellent images that showed directions effectively with expression of reality and attracted the students’ attention. Besides, the pictures had lists of vocabulary items and clear explanations that were easy for the students to understand. As a result, those materials were appropriate for the level of knowledge. It can be mentioned that this kind of material was appropriate for the children because pictures contributed to wake up the curiosity of students to participate actively and become motivated in the class.

In addition, pictures were well designed with great colors. The contrast among colors was perceptible so the images and the color of the font were very clear and noticeable. The size of the pictures was big (approximately 40cm x50cm) and the size of the lists of vocabulary items was big too, so all the students in the classroom were able to see the pictures. To sum up the quality of the pictures was great and they were essential to the teacher during the class process.

### *White board*

In the first class, the theme was “The verb TO BE and adjectives: we are different” and the main objective of the class was “Describe characteristics of people by using the verb TO BE and adjectives”. The use of the white board as supplementary material was adequate to the topic because the teacher wrote many adjectives on it according to the students’ characteristics and they were very happy because their characteristics were considered in the class. The teacher wrote adjectives to describe all the students during the class. So, the goal of the class was attained.

Moreover, the white board used in the class was age-appropriate because this material is easy to use and students could practice on it. In addition, the teacher wrote on this material vocabulary and explanations that were easy for the students to understand. The white board was used in accordance with the level of knowledge of the students. It is important to mention that this type of material was appropriate for the students because the teacher created an active class and motivated the students effectively.

In addition, the white board was in perfect condition because it was new. Therefore students did not have problems in seeing the information that teacher wrote on it. Also, the size of this material was big enough (about 2m x 1,5m) and the size of the letters written by the teacher was big too, so all the students could read the information easily. Absolutely, the quality of the white board was good and this material helped the teacher during the class process.

In the same way, the teacher used the white board in the sixth class. The theme was “Machines at Work” and the main objective of the class was “Identify the tools and machines used by different professionals”. The use of this type of material was suitable

to the topic because the teacher wrote and drew on this material the name and the form respectively of different tools and machines; as a result, the students were very interested in the class because they imagined what they would use when they would become professionals. Definitely, it was easy to infer that the goal of the class was reached with the use of this material.

Moreover, the white board was used in the same way as it was in the first class. So it is important to mention that the appropriateness and the quality of the material was the same and the teacher obtained similar positive results in the language learning process

#### *Songs*

In the ninth class, the theme was “The Time” and the objective of the class was “Identify the time on the clock”. The usage of a song as a supplementary material was suitable for the topic because it showed the use of time in daily life with correct pronunciation of times of the day in pleasant songs. The teacher used an extraordinary song that contributed to the attainment of the goal of the class.

Moreover, the song used in the class was carefully chosen according to the age of the students because this material had amazing sounds that attracted the students’ attention in the class. Besides, the song was slow and had vocabulary that was easy for the students to understand. These materials were appropriate to the students’ level of knowledge. It can be stated that this type of material was appropriate for the students because songs motivate them to sing with a lot of pleasure.

In addition, the song chosen by the teacher had exceptional rhythm. The lyrics and meaning of the song were very clear and perceptible. Also the duration of the song was approximately 1 minute and the volume of the song was appropriate, so children from

different places in the classroom could hear to and sing the song. Definitely the quality of the songs was very high and it was necessary to help the teacher during the language learning process.

### *Dialogues*

The teacher used dialogues in the fourth class. The theme was “Yes/no questions and short answers”, and the main objective of the class was “Show the use of Yes/no questions and short answers in the daily life”. In the practice stage, the teacher used dialogues to explain the use of Yes/no questions and the students were motivated and participated actively in the class. Dialogues were essential in reaching the class objective.

Also, dialogues used in the class were selected in accordance with the age of the students and they had an impression of reality and attracted students’ attention to the class because the content was very funny. Besides, dialogues were slow and had vocabulary that the students could understand. As a result, they were appropriate for the level of knowledge. It can be stated that this type of material was appropriate for the children because dialogues motivated students during the class.

In addition, the dialogues had special auditory effects. The meaning of the words used in the dialogues was very clear and understandable. Also the duration of the dialogues was approximately 40 seconds each one and the volume was appropriate. All the students could hear and repeat the dialogues with a lot of pleasure. Absolutely, the quality of the dialogues was great and they helped the teacher during the class process.

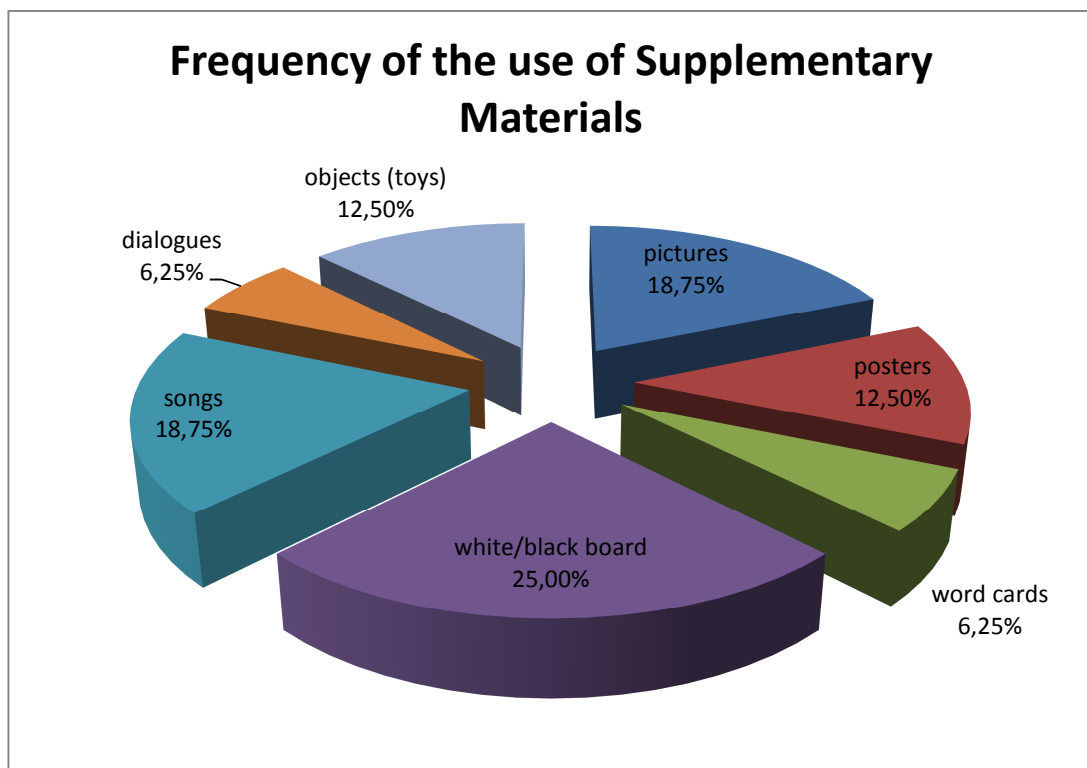
### *Learning Styles*

It is necessary to mention that the teacher identified the learning styles of his students according to Lazear (2004) because the teacher used materials related to visual, auditory and kinesthetic learners in accordance with this author. The teacher in the interview provided the information that he agreed with the use of supplementary materials in the class, but the teacher used a reduced variety of supplementary materials because he identified that his students were mostly kinesthetic. For this reason, the teacher used the white board more times during his classes. Besides, the students expressed in the interview that they were pleased with the use of supplementary materials because the teacher used these materials in an active way.



### *Quantitative Analysis*

This section explains the frequency of the use of supplementary materials. This analysis is made with the use of charts 1 and 5. According to previous studies, the types of materials that are used in the class correspond to visual, audio, audio visual, realia and online materials. The following graph shows the frequency of use of these supplementary materials.



Author: Carlos Diego Gordón Gallegos

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

The graph shows that the highest use of frequency corresponds to the white board, and it represents 25%. The second highest use was 18,75% and two supplementary materials had this frequency. They were pictures and songs. Similarly,

two materials like charts and objects had a considerable frequency of use and it corresponds to 12,50%. The materials with the low frequency of use were word cards and dialogues with 6,75%. Finally, it is important to mention that there were other supplementary materials that were not used during the research process such as: flash cards, power point presentations, maps, stories, videos, online websites, etc. The teachers mentioned that the main cause of this frequency of use is the lack of resources in the school.

*4<sup>th</sup> grade, 8 years old approximately*

The supplementary materials used in this grade were varied. For this reason; each type of material was used only one time during the ten classes that were observed during the research process. The teacher used visual material like pictures, posters, word cards and white board. In addition, audio material like songs was used and finally the teacher used realia material like objects especially toys. All supplementary materials had the same frequency of use in this grade and it was 16,67% for each one. The teacher explained that he agrees that it is necessary to use supplementary materials during the language learning process, but there was a big problem, the school did not have resources and it took a lot of effort for the teacher to access available supplementary materials to be used in classes. Sometimes the teacher had to borrow the CD recorder from his friends for example. Finally, I think, the teacher made a great effort and used different materials, even though the materials were used only one time during the all classes.

*5<sup>th</sup> grade, 9 years old approximately*

In this grade the situation was similar to the 4th grade because the teacher used different supplementary materials during the 10 classes. The materials were used once during the research process, so the frequency of use was the same for all of them and it was 20,00 % because the teacher used five supplementary materials in different classes. The teacher knew previously the learning styles of his students and he used varied supplementary materials like pictures, posters, white/black board, songs and objects. The opinion of the teacher was similar to the teacher of the fourth grade regarding the lack of resources in the school, but the teachers are very professionals and they do not consider a problem the situation of the school, so they have to make extra efforts to develop the language learning process effectively.

*6<sup>th</sup> grade, 10 years old approximately*

The teacher used four supplementary materials in this grade. He used pictures, the white board, songs and dialogues. The material more used in this grade was the white board with 40,00% because the teacher used two times this material and the other three materials were used only one time during the ten classes observed in the research process. As a result, the frequency of use of pictures, songs and dialogues has the percentage of 20% for each one. The teacher's interview showed the same opinion of the other teachers. For this reason, it can be mentioned that the lack of resources in the school is the main cause of the use of few types of supplementary materials.

## Conclusions

- It can be concluded that the main type of supporting materials used for teaching children in EFL classes was visual, audio and realia.
- The supplementary materials used in the EFL classes were in accordance with the theme and the objective of class. Also, the teacher used the materials with appropriate teaching techniques. In consequence, the materials were used with pertinence in the teaching process.
- The use of supplementary materials was appropriate to the students because they were designed and selected well. The resources attracted the students' attention and facilitated the learning of vocabulary. As a result, the materials were in accordance with the level of students' knowledge.
- The supporting material most frequently used was the white board. It was used in an effective way along with suitable teaching techniques that made it possible to develop an extraordinary language learning process because all the students participated actively in the class and learned in a good way.
- Supplementary materials can contribute to a higher motivation on the part of the learners because students' motivation is necessary in language learning process.
- Songs motivated students to participate actively during the classes because of the funny sounds and lyrics.
- Teachers preferred to use visual material because the images with bright colors impact the students and attract their attention during the class. Specifically, it was noticeable the use of pictures, posters, word cards and white board as supplementary materials in all grades during the research process.

- It can be concluded that there are many materials that were not used during the research process. They are flash cards, power point presentations, maps, chart, handouts, stories, tales, videos, etc.

### Recommendations

- It is recommendable that teachers use visual, audio and realia materials in class to improve the learning process because supplementary materials contribute to the attainment of the goal of the class.
- Teachers should choose supplementary materials in accordance with the pertinence of the class' theme to help students during the learning process.
- Supplementary materials should be selected with appropriateness according to the students' level and understanding. In this way, students would be able to understand and learn in a good way.
- It would be more suitable for future researches to increase the number of observed classes. In consequence, it would be possible to have a better approach of the use of supplementary materials in EFL classes.
- Supplementary material should be used more often in EFL classes because it contributes to a higher students' motivation and learners participate actively during the class.
- It is recommendable that the school should provide the teachers with the necessary resources because the teachers need them to prepare suitable supplementary materials for each class. As a result, teachers and students would be motivated and the EFL classes will be productive.
- The teacher should know that there is not only visual material. There are many supplementary materials that can be used in EFL classes without the necessity of high economic resources.

- Teachers should vary the type of supplementary materials to make the learning process more interesting for students and the materials should be in accordance with learners' learning styles. The alternatives of supplementary materials could be flash cards, power point presentations, maps, chart, handouts, stories, etc.

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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 that have been used)

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

**DESCRIPTION OF THE USED MATERIAL:**

\_\_\_\_\_ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

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Was it used appropriately in relation to the topic of the class? yes \_\_\_ no \_\_\_ Why?

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Was it used appropriately in relation to the objectives of the class? yes \_\_\_ no \_\_\_ Why?

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Was it used appropriately in relation to the students' age? yes \_\_\_ no \_\_\_ Why?

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Was it used appropriately in relation to the students' level? yes \_\_\_ no \_\_\_ Why?

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Was it elaborated and applied with creativity and originality? yes \_\_\_ no \_\_\_ Why?

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Were students motivated with the presented material? yes \_\_\_ no \_\_\_ Why and How?  
(For example, activates participation, awakes students' interest and curiosity)

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How do you consider the quality of the used material?

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### STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: \_\_\_\_\_

CLASS N° \_\_\_

GRADE: \_\_\_\_\_

PREGUNTAS				SI	NO	
¿Te gusta el material utilizado por el profesor en la clases de Inglés?						
¿Te ayudó a entender mejor el tema de la clase?						
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?						
¿Con que materiales crees que aprenderías mejor el tema de clase?						
<b>VISUALES</b> <ul style="list-style-type: none"> <li>• flash cards ( )</li> <li>• diapositivas ( )</li> <li>• mapas ( )</li> <li>• gráficos o fotos ( )</li> <li>• tablas u organizadores gráficos ( )</li> <li>• hojas con actividades ( )</li> <li>• posters ( )</li> <li>• tarjetas con palabras ( )</li> <li>• pizarrón blanco o negro ( )</li> </ul>		<b>AUDIO</b> <ul style="list-style-type: none"> <li>• canciones ( )</li> <li>• diálogos ( )</li> <li>• historias ( )</li> <li>• cuentos ( )</li> </ul> <b>AUDIOVISUALES</b> <ul style="list-style-type: none"> <li>• videos ( )</li> <li>• películas ( )</li> <li>• documentales ( )</li> </ul>		<b>OBJETOS REALES</b> <ul style="list-style-type: none"> <li>• objetos: ( ) (juguetes, plantas, frutas, etc.)</li> </ul> <b>ONLINE</b> <ul style="list-style-type: none"> <li>• websites ( )</li> </ul>		
¿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 N<sup>o</sup> \_\_\_

GRADE: \_\_\_\_\_

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

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

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

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

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

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

Why?

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## DATA COLLECTION FORMATS

### 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		
	white/black boards		
Audio	songs		
	dialogues		
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		

Author:

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

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

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

Author:

Source: 4<sup>th</sup> (8 years old approx.) grade



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

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

Author:

Source: 5<sup>th</sup> (9 years old approx.) grade

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

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

Author:

Source: 6<sup>th</sup> (10 years old approx.) grade

*Quantitative Tabulation*

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4 <sup>th</sup> grade (8 years old approx.)	5 <sup>th</sup> grade (9 years old approx.)	6 <sup>th</sup> grade (10 years old approx.)	Total	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	word cards					
	white/black board					
Audio	songs					
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					

Author:

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