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

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The Bachelor's Degree in Teaching  
English as a Foreign Language

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## **CERTIFICATION**

CERTIFIES THAT:

This research work 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 Technical Particular de Loja.

**Loja, marzo de 2012**

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## **AUTHORSHIP**

The thought, ideas, opinions and the information obtained through this research are only responsibility of the authors.

Marzo de 2012

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PAZMIÑO NÚÑEZ MARÍA

Author

## **DEDICATION**

First of all, this effort and achievement is dedicated with plenty of love and affect to my dear daughters, Silvia Edelith, Susan Jackeline, and my son Geovanni Paolo, for the emotional support and patience they have offered me; You are my reasons for living and for continuing studying for a second time in order to reach this dream.

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Salomé Pazmiño. N.

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## **Abstract**

The theme of this research is “The Use of Supplementary Materials for Teaching Children in EFL Classes”. Its purpose is to find out whether teachers used or not supplementary materials in their EFL classes, and if they did, analyze this material according to pertinence, appropriateness and quality.

This work was developed in a public elementary school in the city of Cuenca, Ecuador. To develop the field research, ten EFL classes were observed. Three grades were selected: fourth grade, fifth grade and sixth grade.

The methods used in this research were the qualitative and quantitative methods. The qualitative analysis consisted on the description of supplementary materials used during the observed classes in the three different levels; four, fifth and sixth grade at a public elementary school in Cuenca. The quantitative analysis was related to the frequency and reasons of use of the materials.

The main conclusion obtained from the analysis was that the teacher in the three classes did not use a variety of supplementary materials. In fact, the only supplementary material she used was the whiteboard.



## Introduction

The use of supplementary materials for teaching children in EFL classes in elementary schools in Cuenca, Ecuador is a topic worth to be investigated since it can provide us with information about the use of supplementary material by teachers for teaching to generate awareness and prepare children for a proficient English, and the way how this material can influence their learning.

When a teacher has under his responsibility children, he/she must be aware of the different learners in the classroom. Also, it is important that a teacher use different supplementary material for his/her classes; otherwise, the class would become boring and monotonous.

For this reason, it is important to have information of what teachers are actually using in their classes; therefore, the objectives of this thesis are the following:

- To identify and analyze supporting materials used for teaching children in EFL classes.
- To describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality.
- To determine the frequency and variety of supplementary material used in the observed classes.

As it can be seen, the development of this topic is important because it can help teachers to be aware of the necessities of their students in order to achieve the best results in the teaching-learning process of a foreign language.

This topic has not had relevance to our country because there have been no studies related to the analysis of the use of supplementary materials in elementary

schools. However, in other parts of the world, researchers have been studying the different supplementary materials used to teach a second or foreign language.

For instance, Alshumaim and Alaskan (2001) developed a study to investigate the availability and facilities of use of ICT (integration of computer technology) into EFL classrooms, and examine how computers are being used for training programs in computers labs since the researcher thought that the integration of computer technology into language learning may improve lessons plans. The author did not find any limitations to accomplish this study.

On the other hand, Kelsen in 2009 conducted a study whose purpose was to state if the incorporation of online material into traditional classroom situations improves teaching and learning meaningfully. He explains that there were found positive results in some college students surveys regarding their use on the internet to study as well as the use of website in class and outside the classroom. During the development of this study, the researcher found several limitations. First of all, the questionnaires used for this study were written only English; second the self-report of survey may have been overstating answers. Moreover, all the participants came from the same department; hence, the results through the use of You Tube as a source of supplementary material in EFL classroom could not be extrapolated to all the population of student. Finally, the researcher thought that there was small sample size of female students compared to the male students.

Finally, Peacock in 1998 reported the relation between levels of task behaviors and the learner perceived usefulness and enjoyableness of materials. The results showed a high positive correlation between on-tasks behavior and learners' reports of usefulness and enjoyableness. Fortunately the researcher did not find any limitation to his study.

The beneficiaries of study will be the Universidad Tecnica Particular de Loja who suggested the topic for this research. Also, students and teachers are beneficiaries, because in this way, the researcher can awake in the EFL teachers the interest in using and applying different supplementary materials in their classes.

For further studies, it could be advisable that for further researches, the observations could be developed in the middle of the school year since at the end of the class period, teachers tend to try to finish the school program fast; therefore they do not use supplementary materials in their classes.

## Method

This section will include information about how this research was carried out, taking into account the settings, participants, and process developed.

### *Setting and Participants*

This research was developed in the city of Cuenca Ecuador, in a public elementary school in the urban area of this city.

The grades selected for developing this study were fourth (8 years approximately), fifth (9 years old approximately) and sixth grades (10 years old approximately) of the public school mentioned above. There were approximately 40 to 42 male students in each class, and an only teacher for these three levels, she was also participant. Both the teacher and the students were surveyed about the different supporting material used by them as well as the frequency of use of these materials and the learning styles reinforced in the classes.

### *Procedures*

There were a lot of steps needed to follow to develop this research. The first step was searching for bibliography material with scientific information in an organized and sequential way mainly referred to the importance of the use of supplementary materials for teaching children in the EFL classroom.

After the collection of the required information, the next step was to write the literature review, including pertinent data about foreign language teaching, learners, learning styles, and supplementary material. The literature review also included previous studies about how supplementary material can be helpful in EFL as well as ESL classrooms.

The next step was to select the school in order to make the field research. After the authorities of the chosen public school allowed me to work on this school, the researcher started to attend three grades – fourth, fifth, and sixth, in order to observe them during ten classes in each grade.

The purpose of these observations was to keep a record of the supplementary material used by the teacher, and decide whether the material used was pertinent and appropriate to that specific class. Also, during the observations, the students and the teacher were surveyed about themes concerning the use of supplementary materials.

The methods used for this study were the qualitative and quantitative for collecting, describing, analyzing, and comparing data.

The techniques used for this study were reading, for the collection of the bibliographic material, and note –taking and survey used during the field research.

The instruments used were data collection formats, observation formats, tables included in the guide, surveys, and questionnaires include in the guide. The sources used were books, internet, and the didactic guide.

After the observations, the data collected from the thirty classes observed, were tabulated for the presentation of results. Therefore, the five tables were completed. Four included qualitative information, and the fifth one included quantitative information.

The qualitative tabulation was made including the information obtained from the observations; that is the tables had data about the supplementary material used in the classroom, and if the material used was pertinent and appropriate for the class. On the other hand, the table used for the quantitative information included the frequency of the material used by the teacher in the three levels of the elementary school.

The next step was to make the description, analysis and interpretations of results. This analysis was made qualitatively and quantitatively.

The qualitative analysis was a description of the appropriateness, pertinence and quality of the supplementary material used by the teacher. On the other hand, the quantitative analysis included information about the frequency of the supplementary materials used in the class. Moreover, at the end of the analysis there were written some conclusions and recommendations based on the analysis of the results obtained.

## DISCUSSION

### Literature Review

The following scientific information will be useful to support this research study whose topic is related to the importance of the use of supplementary materials for teaching children in EFL classes. The first part of the literature review will include the following topics: Teaching foreign language, learners, learning styles, teaching techniques for children, different contexts for teaching, and definition, importance and role of supplementary material. The second part, on the other hand, provides theoretical support on five studies referred to the use of supporting material in EFL or ESL classrooms.

The first topic to include in this literature review is teaching a Foreign Language. Thus, there have been different methods and approaches to teach a foreign language, which have evolved during time.

#### *Teaching a Foreign Language*

Blaz (1998) states that years ago in the United States, a foreign language was considered important to teach only to the brightest students because it was assumed that such students wanted to be either a teacher or interpreter. Nowadays however, it is required to learn a foreign language for an increasing number of careers. For example, in a job interview, the people who are looking for a post are usually asked about the number of language they can speak. Blaz also considers that nowadays, foreign language teachers are concerned about the critical development of proficiency of students. Thus, it is considered that the best way of learning a foreign language is through immersion, which means to be part of a culture of the target language. However, in places in which the immersion is not an option, teacher must improve the environment in which foreign language learning takes place. Therefore,

teachers should find the best way to teach a language in which students can get all the contact they need with the target language.

About the same topic, Hinkle (2011) argues that the field of second language teaching and learning encompasses diverse goals, contexts, and traditions. New languages are learned in the community or in the school, by children or adults, and for primarily oral communication purposes, literacy, or both. Hinkle also points out that not many years ago, it was supposed that a good foreign language teacher was the one that used practical skills in the classroom, but it was also a person who required little or no knowledge base. However, nowadays the main goal of foreign language teaching is that students reach high levels of proficiency in a second (or additional) language. It is also said that in order to promote learning, attention has to be put to input, as well as interaction, and finally output. Besides, it is important to notice that sociolinguistic context for language learning should not be ignored, receiving from their teacher relevant and comprehensible input, to develop their language skills

Nunan (1999) explains, “Language teaching is used to help learners develop skills for expressing different communicative meanings, and then surely these ought to be reflected in classroom tasks and activities.” The relevance of the language teaching is produced only when we can communicate with each other and with people from others countries our ideas, wishes, and desires. Nunan says that effective foreign language learning “produces learners with the social and cognitive problem-solving skills that can be used in other subjects in the school curriculum and forested in language classroom”

Now, it is important to determine that for teaching a second of foreign language, there are some characteristics that learners may have and that should be



taken into account when instructing them. Therefore, the next topic is related to different kinds of learners.

### *Learners*

Saville-Troike (2006), states that there are enormous differences between a learner of a first language and a learner of a second language. According to the author, while the first language occurs without instruction, second language learner can be influenced by many social and individual factors. This is what determines why some SL learners are more successful than others. The author also explains that there are some conditions that are shown when learning a second language. One of the most important is age, since learners can be young or adult; motivation, which is the wish of a person to learn, and aptitude that includes the memory capacity and language ability. There are others factors affecting learning such as sex, cognitive style, personality, and learning strategies that can be decisive at the moment of learning a second or foreign language.

Ellis (1990) states that age as well as neurological and neurophysiologic factors affect the learning process. so children have innate capacity for learning process due to brain plasticity until the 10 years, acquiring native speaker pronunciation around the six years. However, an adult generally has problems when acquiring a new language. Nevertheless, adult learners have an advantage concerning grammar and will eventually be overtaken by children learners, because the second ones receive enough exposure to L2; besides, Ellis says that only child learners are capable of acquiring a native accent in informal contexts. Related to motivation Ellis points out that children have strong motivation to learn due to the need of communication for satisfying of their necessity and besides that when children are motivate they are capable of communicate with native speaker integrate

culturally and socially, and thus, they may suffer less anxiety. the author concludes that the role of learner during the learning process is proportional to differences, age and motivation.

With respect to learner's differences Ellis says that there are factors affecting learning such as affective, neurological structure of brain, cognitive, input, and storage of L2 information. "The neurological factor at certain adult learners affects the abilities of acquiring language pronunciation as also grammar; in the cognitive factor, children have the advantage of using their language acquisition devices." The author indicates that the role of learner during the learning process is proportional to differences, age and motivation.

#### *Learning Styles*

Woolfolk, (2007) states that learning styles are the ways a person uses to learning and studying for processing information in learning situations. Motivation is an important factor in learning styles so these students tend to be motivated by rewards, grades, external standards, and the desire of is evaluated, but positively by others. Taking into account learning styles is beneficial for students since teachers have responsibilities and focus on the varying abilities of each student and in that way, they keep students motivated.

There exists a variety of learning styles as the ones proposed by Mayer (2003). For instance, this author studied visual and verbal students, who learn better using multimedia; also there are some other learners who use cognitive spatial ability as to create and make images; besides, other learners use the cognitive style as verbalizer-visualizer who learn better by using pictures, working in group, and watching videos.

According to Shafaei & Nejati (2009:50) “language learning styles are methods learners employed to learn languages.” The authors cited Dunn, Beaudry and Klavas (1989) who define learning styles as “a biological and developmental set of personal characteristic that make the same teaching methods effective for some and ineffective for others. Learning styles are also a general approach often unconsciously used to intake and understand new information Therefore Raid, (1995) explains that there are various types of perceptual learning styles, and the more important are divided in categories as are visual/auditory, kinesthetic/tactile, and group/individual. Visual style preference is used by students who learn seeing words in the books, and on blackboard, and in workbooks; auditory style is preferred by students who learn hearing from oral explanations; the kinesthetic style is useful to students who learn by the experience and by practice in the classroom; tactile style, on the other hand, is used by students who learn by making materials; finally, groups style is applied when study with others, and individual learning style when the learner prefers to study alone.

On this same topic, Oxford (2003:2) says “The learning styles are general approaches -for example, global, analytic auditory or visual -which students use in acquiring a new language in learning and others subject. These styles are the overall patterns that give directions to general behavior”. Cornett also cites Dunn & Griggs (1988) who claim that “learning styles are the biologically and developmentally imposed of set of characteristic that make the same teaching method wonderful for some and terrible for others” Cornet declares that learner styles present different aspects used for students for engaged techniques and strategies for their own learning styles; therefore strategies and learning styles can work together in harmony and give as a result confidence, experience and low the anxiety. According to Eherma and

Oxford (1990) there are nine major styles; but the most important within L2 learning are the followings, sensory preferences, personality types, desired degree of generality, and biological differences. Sensory preferences comprehend visual, auditory, kinesthetic (move-oriented) tactile (touch-oriented) personality style often called psychological type.

As the main focus of this study is on teaching children a foreign language, it is important to know some of the techniques experts recommend in order to teach a foreign language to children.

#### *Teaching Techniques*

Ashwork & Wakefield (2004) claim that one of the first things to find out is the speaking children make in home. It is a help for teachers to determine if a child is having difficulty learning English. When a teacher plans activities, he/ she must first of all know the time that the children spend in hobbies at home. These experiences are useful to apply into class activities as game, toys, story time and household tasks as well his relationship with others children or family members.

The authors' point out teachers can put together a picture of a child's home life, learning style and behavior expectations by asking questions, like what is the composition of a family circle? Who lives in the home? Who visits frequently? The answers to the questions serve for planning as a bridge between the school and home; in this way, the child is able to experiment a smooth and happy transition. Children can be encouraged to broaden their food experience by tasting and smelling unknown foods by preparing meals; others to hearing stories, talking to visitors; other by looking at pictures or films, and also share their knowledge with others children in the school. Ashworth& Wakefield state that there is a technique employed as a

buddy system for children. It means that older children can be paired with younger children for shared reading projects, experiments, and field trips.

Vale and Feunteun (2004) assume that each child is encouraged to learn the same contents of this language, the same time, with the same purpose, and of the same book, which it is convenient for teacher and children. Therefore, our aim as teachers must be focused on the child that is the center of learning, so it is important to choose activities, techniques, and practical task as songs, or children's story/rhyme, whose content can be valid to the children in their own mother tongue where this task is completed in the classroom. The authors continue stating that the work of the teacher is to select a clearly defined language point that is as result of completion of the task; for example nine –year-old children carried out a survey on the color of the eyes and hair among children in their class. Such technique was used for description, analysis of color of eyes and hair. Continuing with the same topic, Vale and Feunteun suggest using group works among children to read, role-play, write sentences, and discuss the use of pictures in classroom

Scott and Ytreberg (1990) state that listening is one of the first of the four skill of apprenticeship into techniques for teaching children a second language, especially if they have not yet learnt to read. It occurs because their ears are the main sources of language. The teacher speaks and shows also much visual back-up through facial expressions, mime, movements, and pictures. Some listening activities can be used with them and make the class more interesting. The authors also point out that the most obvious activity to be taught is “listening and do”; activity that teacher will use when the English lesson starts. The activities to be applied with children need to have physical movement; also, there should be activities in which students can do something in the classroom. For example, a teacher asks pupils to do

all sort of crazy things in five minutes, then teacher asks pupils about what they were doing. The advantage of this activity is that children learn from each other and can check vocabulary, as well, as also movement of words, spelling. On the other hand, the teacher can use mimics, tell stories and ask children do actions, listen and draw, listen for information or identify an exercise.

On the other hand, it is very important to take into account the political, economic, and social contexts when teaching a second or foreign language. Therefore, the next topic is related to different kinds of contexts

#### *Different Contexts for Teaching*

According to Cade and Abbott (2005) argues that nations move into new millennium with the impact of diversity of people within of their borders. Therefore demographic social, political and economic changes are working with their experience for a communication skills into public schools that have divergent cultural worldview. This study reveals the educational impact with a group of students of the community Green Mountain called “The Lost Boys of Sudan”. They were the victim of the civil war. Language learning takes place within the political socio cultural and historical context of schooling experiences of these boys. The author used “ethnographic methods to investigate the impact of curricular and pedagogical responses on students’ school success and teacher praxis, particularly in relation to appropriate and effective curriculum and pedagogy for ESL learner”

Gunderson (2008) states that there are different contexts to learn a second or foreign language. There is one scenario in which the language is more formal and often occurs in school. Reading instruction is difficult to understand because each learner varies in many ways of native English speaker. For this reason, it is evident that a learner does not learn a second language of the same manner that the native

speaker. In such context, it is argued that success of a program depends on giving a comprehensible input; this comprehensible input changes from human to human, it also depends on their background, since learning an additional language comes to be more complex than learning a first one.

According to Perez and McCarty (2004) learning a second language is linguistically diverse and this diversity continued to levels dramatically increase in public school in the 1990s. It gave as result the growing of languages others than English. Perez explains that within a sociocultural, context attempts to account for a aim, purpose, audience, text and the context in the that reading and writing occur, and the framing of literacy sociocultural constructivist is formed by psychologists theories whose notion is basic reading and writing skills.

The final topic of this first part is Supplementary Material, which is important to analyze since is the main focus of this research. The following information then includes the definition, importance, role and types of supplementary material.

#### *Supplementary Material*

Self-access materials, says Tomlinson (2003), are materials used to complement the lesson in the classroom; in other words, the “kind of learning which takes place outside classroom-based, teacher-led model. Learner may have access to Sacs (also known as ‘independent learning centers’ or ‘open learning centers’)” were the banks of resources are available or they may be working on their own home. Self access materials are important because they serve within the structure of distance-learning course or a self-direct way, for the reason that all the materials are used without the direction of a teacher. The author proposes that it is advisable to use different varieties of supporting material available in audio-visual formats (cassettes tapes, video tapes, DVD) and others as CD-ROMs. The author also reports about the

trends in technology saying that for at least the 30 last years, the technology has played a major role in ESL materials. Textbook were supplemented with audio, videos tapes given to learner access to dialogues, practice drills, real-life, role-plays, newscasts and lectures. The role of all these materials help to keep students motivate, providing linguistic input and enabling students to build greater knowledge.

Richards and Rodgers,(2001) argue that the definition of instructional materials imply the “day-to-day learning objectives that collectively constitute the goals of the syllabus. Materials designed on the assumption that learning is initiated and monitored by the teacher must meet quite different requirements from those designed for students’ self-instruction or peer tutoring”. Extra materials, according to the authors, will allow learners to progress at their own learning, and develop their competence through a variety of different activities and tasks, providing opportunities for self-evaluation and communicative abilities of interpretation and expression. Thereby, Richards and Rogers say that the role of instructional material within a method or instructional system will reflect decisions that involved practicing content, to present materials e.g. audiovisuals such as tape recorders or CD players, computer labs, handouts; realia, like food or real objects from the class, computer software with programs that provide input such as listening or reading, and microphones for students to practice speaking.

According to Williams and Luter (2006), video materials in ESL classroom are an effective tool of instruction that serve as support, enhance learning that stimulate, and motivate students to learn more in a active way and develop the learning experience in a natural context. On the other hand, using video materials provide students with the opportunity to observe, participate and acquire skills and



knowledge in English and be able of apply in class as in the real life situations, and also to overcome obstacles to interaction such as physical location and the lack of opportunities.

Now, concerning the previous studies related to the use of supplementary materials, it can be said that there are important studies about of use of supplementary materials for teaching children in EFL or ESL classrooms in different countries and around the world. The following are five studies which provides necessary information for carrying out this research.

#### *Previous Studies*

The first study made by Alshumain (2001) at King Saudi-College Education University Saudi Arabia purposed to investigate the availability and facilities of use of ICT (integration of computer technology) into EFL classrooms, and examine how computers are being used for training programs in computers labs. Hence, the integration of computer technology into language learning may improve lesson plans. The author stated that the participants were three hundred and fifty-three male and female EFL teachers in five schools. The methods included the use of questionnaires with thirteen items. The first ones about bibliographical and background data, and second ones about technologies and computers used in teach English. Alshumain concluded saying that the questionnaires items were very high and acceptable for teacher with more experience in ICT. Furthermore, the author suggested that teachers from arts or other majors might learn this technologies and introducing them into their classes.

The second study made by Seon (2006) at the Korean University of Georgia focused on how the technology affects and influences second or foreign language in

education and how it can be used appropriately during learning in secondary EFL in classroom.

The researcher reported that for their research it was used GALILEO data base, ERIK and *Educational full Text*. The procedure included reading of main journal articles and doing literature critiques on them. Seon could figure out new trends in technology and language education and sum up several technology uses for secondary classroom application. The author concludes saying that the technology has potential to improve language skills in both expression and comprehension areas and more likely to be meaningful interactive and authentic. Therefore this can be used broad in secondary EFL classroom.

The third study made by Hsu (2011) was developed at the University in Southern Taiwan. The investigation included information about lexical proficiency profile and the extent which the gap between passive/receptive and active/productive vocabulary of EFL learners and their effects in advanced vocabulary use in writing, was narrowed in a college freshmen composition class with You Tube video clips incorporated. The author indicates that the methods employed were the following. On the first place writing theme, finding topic sentences and supporting ideas. The next step was to analyze and discuss the readings of a textbook, patterns of organizations, exercises, sentences structure, narrative paragraph, making comparison and contrast, and focus –on causes and effects. The author’s results showed that most of the students’ vocabulary size range increased, but also there are students with low proficiency, however, “these students had met the threshold level for the minimum vocabulary requirement”. The researcher concludes that the goal for a productive vocabulary does not require “radical new teaching approach”, but might be complemented with easy accessibility, writing courses that should be

exploited by supplying audio-visuals materials to consolidate less frequent vocabulary use.

The fourth study was made by Kelsen (2009) with the help of sixty-nine participants at a private University in northern Taiwan, using You Tube as supplementary material to state if the incorporation of online material into traditional classroom situations improves teaching and learning meaningfully. The material used was the same textbook, materials science, supplement of textbook world link, computer, projector, internet, questionnaire in relation to the access to computers and experience using You Tube as well as others materials. You Tube videos included 18 clips related to different topics of the textbook. For example names of people, places, events, song, and music; each one selected for its relevance to the class. Furthermore the students were engaged in activities, as completing various cloze worksheets, split viewing watch and tell the story, and viewing to answer specific questions and spark discussions. Kelsen concludes saying that is important to give clear explanations about how to use this learning tool effectively and obtain outcomes through the use of You Tube as a source of supplementary material in EFL classroom. On the other hand he also explains that there were found positive results in some college students survey regarding their use of internet to study as well as the use of website in class outside of the classroom.

The fifth study was made by Peacock (1998) in the South Korea. The author reported the relation between levels of task behaviors and the learner perceived usefulness and enjoyableness of materials. The investigation was carried out with 22 learners; labeled “upper beginning” and all of them were from South Korean University EFL. The author states that on this study, there were two data-collection instruments both for quantitative analysis, using a tally sheet for quantifying learners,

self report questionnaire, materials such as two short poems, television, newspaper articles, 20 personal questions, and songs in tape. For quantifying task behavior a nonparticipant observer teacher created an observation sheet during 12 times while the group of learners work, self-report questionnaire was filled out individually by learners to express their opinions about the usefulness and enjoyableness of materials. Peacock concludes that the results showed a high positive correlation between on- tasks behavior and learners reports of usefulness and enjoyableness.

## Results

### *Qualitative Tabulation*

Chart one: Type of supplementary material used to teach children

Variable	Indicators	Yes	No
Visual	flash cards		X
	power point presentations		X
	maps		X
	pictures		X
	charts		X
	handouts		X
	posters		X
	word cards		X
	white/black board	✓	
	drawings		X
Audio	songs		X
	dialogues		X
	stories		X
	Tales		X
	games		X
Audiovisual	videos		X
	movies		X
	documentaries		X
			X
Realia	objects (toys, plants, fruits)		X
Online	websites		X

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

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

Variable	Indicators	1 <sup>st</sup> Class		2 <sup>nd</sup> Class		3 <sup>rd</sup> Class		4 <sup>th</sup> Class		5 <sup>th</sup> Class		6 <sup>th</sup> Class		7 <sup>th</sup> Class		8 <sup>th</sup> Class		9 <sup>th</sup> Class		10 <sup>th</sup> 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																					
Audio	white/black board	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	songs																					
	dialogues																					
	stories																					
Audiovisual	tales																					
	videos																					
	movies																					
Realia	documentaries																					
	objects(toys plants fruits)																					
Online	websites																					

Author: Salomé Pazmiño N.

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

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

Variable	Indicators	1 <sup>st</sup> Class		2 <sup>nd</sup> Class		3 <sup>rd</sup> Class		4 <sup>th</sup> Class		5 <sup>th</sup> Class		6 <sup>th</sup> Class		7 <sup>th</sup> Class		8 <sup>th</sup> Class		9 <sup>th</sup> Class		10 <sup>th</sup> 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)																					
	websites																					
Online																						

Author: Salomé Pazmiño N.

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

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

	Variable	Indicators		1 <sup>st</sup> Class		2 <sup>nd</sup> Class		3 <sup>rd</sup> Class		4 <sup>th</sup> Class		5 <sup>th</sup> Class		6 <sup>th</sup> Class		7 <sup>th</sup> Class		8 <sup>th</sup> Class		9 <sup>th</sup> Class		10 <sup>th</sup> Class		
		Pert.	Approp.	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																							
Audio	white/black board	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	songs																							
	dialogues																							
	stories																							
	tales																							
Audiovisual	videos																							
	movies																							
Realia	documentaries																							
	objects(toys plants fruits)																							
Online	websites																							

Author: Salomé Pazmiño N.

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



*Quantitative tabulation*

Chart five: Frequency of use of supplementary material

Variable	Indicators	4 <sup>th</sup> Grade (8	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade (10	TOTAL	
		years old approx.)	(9 years old approx.)	years old approx.)		
Visual	flash cards					
	power point presentations					
	Maps					
	pictures					
	Charts					
	handouts					
	Posters					
	word cards					
	white/black board	10	10	10	30	100
	drawings					
Audio	Songs					
	dialogues					
	Stories					
	Tales					
	Games					
Audiovisual	Videos					
	Movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	Websites					
	TOTAL					

## Description, Analysis and Interpretation of Results

The description, analysis and interpretation of results will be developed taking into account both the qualitative and quantitative results.

Thus, the analysis of the qualitative results includes the description of the supplementary material utilized in the observed classes in the three different levels: fourth, fifth and sixth grade at a public elementary school in the city of Cuenca, Ecuador, taking into account the pertinence, appropriateness, and quality of each material. Finally, at the end of the analysis of the material used in each grade, it will be explained the type or types of learning styles used for that specific course. On the other hand, the quantitative analysis is carried out considering the frequency of the use of the material used in each grade.

### *Qualitative analysis*

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

##### *Whiteboard*

In the first class, the topic was “Let’s go to the circus”, whose objective was to develop vocabulary, practice colors, increase reading, writing and listening. In this class, the white board was used as supplementary material during the whole class. For instance, the teacher used this material in order to write the new vocabulary to be learned. In this class the vocabulary was related to colors: brown, pink, gray, purple, dark green light green, dark orange, light orange. After writing all these words on the board, the teacher read and repeated the vocabulary orally to all the children in the class. Also the teacher used the board to write the activities students had to develop on the pages of their student book. For example, she wrote: read and find colors according to the key; match the vocabulary and stick them; fill up the box with other new expressions; and paint the drawings with different colors.

The whiteboard was used in a pertinent way for teaching foreign language to the children in this class because it was used to write the new vocabulary students were supposed to learn. Therefore, students were able to see and repeat every word the teacher wrote. Besides, it was useful for a variety of tasks developed by the teacher.

Such activities were carried out according to the age, level of knowledge and understanding of the children because the teacher wrote simple words students could assimilate easily. Therefore, after this activity, students were able to work on their textbooks, and sometimes they looked at the board when they forgot the spelling of one of them. Students seemed to enjoy the activities they developed. They felt eager to use the new vocabulary learned.

On the other hand, the topic that was presented on the board was organized; the words and drawings the teacher used were big enough, and the marker used was also clear enough, so that students could grab the information quickly and easily. However the teacher did not use any other supplementary material, except for a song, which was included on the students' books in page number nineteen.

In the second class the topic was "Playing with numbers"; its objective was to develop reading, writing, listen skills, taking account numbers. The whiteboard was used as a supplementary material during all the class, but according to the theme and the objectives of class, and also according to the students' needs.

The teacher developed some examples of activities for children; for instance she read and wrote the numbers on the whiteboard; whereas children looked and completed on their book the tasks of finding, coloring, writing, painting, filling in the missing numbers, putting colors according to the key, saying the numbers are missing, reading and sticking the numbers.

The board was a very common material used during the lesson, and it was the best resource for a variety of activities for students understanding; for this reason, the teacher had the board as a unique supplementary material for teaching foreign language to the children. Its use was pertinent to the topic and objectives of the class since the main objective was to learn vocabulary related to numbers, and the board was the means through which they could see how numbers were spelled.

Besides, the board was appropriate to students' level, age, and learning because they were able to understand what the teacher wrote. In this specific case, the teacher wrote numbers, so students could identify them easily. However, students did not seem to be motivated since they developed two activities during the whole class: looking at the board and developing the exercises on the student book.

The topic of the third class was "What a mess". Its objective was to develop dialogues, practice reading, and build on children's existing knowledge of vocabulary related to clothes.

The whiteboard was used as the only supplementary material during all the class for teaching foreign language, but it was pertinent to the theme and the objectives of class because it was used for writing vocabulary and making children talk to each other among the different clothing like shirt, pants, skirt, socks, shoes, jeans, tennis and tennis shoes. Besides she asked the students to repeat the pronunciation of every garment until they memorized them. After the teacher used the board, the students worked on their student book writing and filling in the missing clothes, reading and painting the figures, and singing a song about "getting dressed" that be on the page thirty-one of their book

The material used was appropriate for the students' age and level because the teacher only wrote words that students could read and understand without

difficulties. Students were motivated to read and learn about clothes. After they memorized the words, they were able to talk about what they were wearing at that particular moment.

Referring to how this material looked, it can be said that although the topic was not presented in an organized way because the teacher did not use any particular order to present the new vocabulary, the writing of the words was clear, and the board was clean, big, new, and the markers used were new, so the words were seen perfectly.

In the fourth class, the topic of the class was “Riding my new bike”. Its objective was to develop vocabulary related to adjectives such as short, tall, full, empty, and clean, and to encourage children to express opinions related to the topic.

The whiteboard was used as a unique supplementary material during the class for teaching the foreign language and it was pertinent to the topic and objectives of the class. Hence, the board was used for writing vocabulary and making children look and repeat every single word until the students memorizing it. After students developed this exercise, they had to look on pages of their books the words and fill in the box; read the figure in their book, complete with colors, draw diverse objects and write their names. As in the previous classes, the board was a material that the teacher considered manageable to use.

This material was also appropriate for their level since students were used to learning the new vocabulary looking at them on the board. They just followed the activities the teacher asked them to do; that is, they saw the new vocabulary on the board. Then they developed the exercises on the textbook, looking at the board when they were not sure about the spelling of a word. Students were motivated to learn the

new words because they knew they were important to develop the activities on their workbook.

The topic was presented in an ordered, clear, and organized way; the board was new, big, and clean. It was useful to have in class, and the teacher tried to make the class more comprehensible by writing the most relevant information on it.

The topic of the fifth class was “Setting the table”; its objective was to develop vocabulary related to things found in the kitchen like cup, glass, dish, and napkin. The teacher motivated the students to be aware of the objects used at home, and also to express opinions related to the topic. Hence build knowledge with the purpose of increase reading, writing, listening skills.

The whiteboard was one supplementary material, mostly used in the whole class for teaching foreign language, but it was also pertinent to the theme, tasks and the objectives of class since the teacher used it to write instructions and new vocabulary to be learned by children. Thus, students wrote names of objects in their student book; also they had to memorize the vocabulary new, stick and completed these words into box; after classify the words utensils and clothes in their page.

The information written on the board was according to the age, level of knowledge and visual understanding of the children because they seemed to be eager to learn the new vocabulary showed on the board, and repeating it. When they memorized the new words, they were ready to go to their textbooks and develop the exercises the teacher asked them to do. As these activities were developed daily, students always know what the teacher asked them to do, so they never complained or asked the teacher to use other materials in class. Therefore, this material was appropriate to the level and age of students.

The topic was presented in an ordered, clear, and organized way; the board was new, big, and clean, so it was of good quality.

The topic of the sixth class was “My neighborhood”. Its objective was to develop vocabulary related to buildings that exist in a neighborhood such as , butchery, park supermarket and laundry.

The white board was used as unique supplementary material during all the class for teaching foreign language, but it was pertinent to the theme and the objectives of the class since the main objective was to introduce vocabulary about places in a neighborhood. Therefore, the information included on the board had the names of some of the places and stores of a neighborhood may have. After of this, the teacher asked them to do the exercises on their notebooks.

In addition, the board was a very common material used during the classes for teaching. Besides was it the best resource for the variety of levels and understanding, hence the teacher developed several activities on the board; for example, the teacher draw a building, and students had to write the name of such building, so that each child practiced in their book the new vocabulary, consequently, this material was appropriate for their level. Finally, the teacher did some feedback motivating the children to speak and read words search of their book. Students were eager for complete the vocabulary in their book the name of the buildings and parks.

The board was very important in this class because it was manageable. The teacher wrote on it using a good marker. In this school the board was big and clean; the topic presented was in a clear and organized way so that all the students could understand the information.

The board as a visual indicator was also useful to have in class since the teacher tried to make the class the most comprehensible by writing the relevant topic on it.

The topic of the seventh class was “An interesting job”. Its objective was to develop vocabulary related to some occupations like cashier, priest, hair dresser, and baker. The teacher wrote these words on the board, and students had to repeat the correct pronunciation of these words.

The white board was used as a unique supplementary material by the teacher during all the class for teaching the foreign language, but it was pertinent to the theme, the tasks, and the objectives of class because the words the teacher wrote was related to the new vocabulary of class, students were supposed to learn for that class. Students repeated with their teacher the occupations until they memorized them.

The board was also appropriate for their level, age and understanding. The vocabulary written on it was clear and simple, so students were able to understand it in an easy way. Students were motivated to talk about occupations, because the teacher asked some of them what occupation they liked, they said for instance, “baker” or “policeman”.

The board was very important because it is manageable; in this school the board was big, clean; the topic presented was in a clear and organized way so that all the students could understand the information of the theme. The board was useful to have in class, and the teacher tried to make the class the more comprehensible by writing the relevant topics on it.

The topic of the eighth class was “A wild party”; its objective was to learn vocabulary about wild animals such as lion, tiger, giraffe, and elephant. The teacher used the board to write these words and make students repeat such words.



The white board was the unique supplementary material by the teacher during all the class for teaching foreign language. The use of the board was for writing new vocabulary according the theme, the tasks and the objectives of class, because the vocabulary the teacher wrote was related to the words of animals that students had to learn in the lesson; therefore, it was pertinent to the class.

The use of the board was also appropriate to the level, age and understanding of the students. It seemed like they enjoyed learning about some of the wild animals, and this was demonstrated in their student book, because they were able to develop and complete the next activities without any difficulties. Thus, the teacher asked the children to read the task instructions of their book and begin a dialogue with his/her partners using new vocabulary. Also, students had to take turns to ask and answer questions in order to complete the missing vocabulary of animals and the activities that they may be making in a wild party; she said look at the small paragraph of the page fifty-nine and write the “Going to the zoo” in their not book, and children look the age of their book wrote Going to the Zoo.

The board was very important because it was manageable. The teacher wrote on the board with a marker, which was easily erasable. In this school, the board was big, clean; the topic presented was not very organized, but it was clear so that the students could understand the information.

The board was a useful supplementary material to have in class, and the teacher tried to make the class more comprehensible by writing the relevant topics on the board

The topic of class nine was “A good start”; its objective was to learn vocabulary related to foods and to read and make short sentences with the expressions “I like”, and “I don’t like”. The teacher used the board to write words

such as coffee, toast, juice and milk. Then the teacher asked them to repeat after her the names of each of these foods. The white board was used as a supplementary material by the teacher during all the class, for teaching foreign language, according the theme, the tasks and the objectives of class since the teacher wrote the new vocabulary to be learned on it, and students were able to memorize it; consequently, this material was pertinent to the lesson.

The material was also appropriate to students' age and level because after they memorized the words, they were able to talk to their partners about the foods they like and they don't like. For example, they said "I like juice" or "I don't like milk". They felt motivated and eager to talk about their food preferences with their partners.

The board was very important because it is manageable, and the teacher uses an excellent marker to write on it. However, the topic presented was not very organized, but at least it was clear the words, so that the students could understand board was useful to have in class the teacher tried to make the class the most comprehensible by writing the relevant topics on the board.

The topic of class ten was "Knowing my body", and its objective was to develop picture dictionary of vocabulary describing the parts of body; as my arm, hand, foot, leg, neck, finger, dialogue with their partner, identify and relation the parts of the body with the new vocabulary, increase reading, listening, writing, and speaking skills.

The white board was used as a unique supplementary material in this class; however, it used was pertinent since the information included on it was related to the new vocabulary with relation the body, students were supposed to learn on this lesson. For example, the teacher wrote these are my body parts: I have a head, my

fingers are five, I have two leg, and two knees, ears, and arm. After this, students had to repeat the words until memorized them, and relation with their body.

The board was also appropriate to the level of the students since the teacher knew exactly what information should be included for a better understanding of the students; in other words, the teacher wrote the vocabulary students had to learn for that lesson, and students were able to understand it because it was demonstrated in the next activity, when students were able to use the new vocabulary learned in an easy way. Thus, after the teacher wrote some information about of body and their functions on the board, she asked her students to look at the activities and match the photos with the words of vocabulary, read number and choose circle the parts of the body and the same time children looked on board the words of the body and repeated several times.

The board is very important because it is manageable; the writing was done with marker in good conditions and easily erasable. In this school, the board was big and clean; the topic presented was not very organized, but the words were clear so that the students could understand the information.

As it can be seen, during the ten classes observed in the fourth level, the mostly used supplementary material used was the board. It may happen because there are in each class 40 students so it is impossible for the teacher to apply other activities rather than the ones the book offers.

The board was useful to have in class the teacher tried to make the class the most comprehensible by writing the relevant topic on the board.

### *Learning Styles*

As it is observed, in fourth grade the only supplementary material used was the board; therefore, the only learning style reinforced in these classes was the visual

style. First, she used the board to write the new vocabulary to be learned, as well as the grammatical structure. Students never participated going to the board. The teacher was the only person who wrote on it. The board was also used to write the tasks students had to develop on their books.

This routine was developed every day of observations. Students seemed to be used to doing these activities every day because they never complained about the way the teacher used the board.

However, it would have been a good idea that the teacher could include any other supplementary materials to introduce the different topics of the book, yet, it was unfortunately not used. Besides, if the teacher used the board as the only supplementary material, she could have made students participate; for instance making them go to the board because it could have motivated them in a different way.

In conclusion, the teacher in this class took into account only one learning style, which was the visual, and to reinforce this style, she only used the board. Although students seemed to be used to their teacher using only the board, perhaps the teacher should have included other supplementary material to awake their interest and show them different ways of learning.

*5<sup>th</sup> Grade/9 years old*

#### *Whiteboard*

In the first class, the topic was “What time is it?” whose objective was talking about themes related to time. In this class, the white board was used as a supplementary material during almost the whole class, and according to the topics and objectives of the class. For instance, the teacher used this material in order to

write the new vocabulary to be learned, because it is very flexible, manageable, and erasable.

The material was pertinent to this class because it was used to write the new vocabulary that was related to time such as “o’clock”, “thirty”, “day”, and “night”. After writing all these words on the board, the teacher read and the children repeated along the vocabulary orally. Also, the teacher used the board to write the activities to develop on their student book. For example, she wrote: read and draw the time according to the key; match the vocabulary and stick them; look and sing good morning; fill up the circles with numbers of hours; take care of your time; and sleep eight hours a day.

The material used was appropriate to the students’ level since they were able to understand and repeat the vocabulary given by the teacher. Also, the instructions were clear, and students were eager to start developing the exercises the teacher asked them to do on their textbooks. Sometimes they looked on the board in order to check the correct spelling of new words. This made them feel confident about the use of the correct vocabulary.

This topic was presented on a clean, big board. The words were comprehensible and were written in an organized way, so that all the students could understand the information. As a visual indicator, the board was useful to have in class, the teacher tried to make the class more didactic by writing the relevant information on it.

In the second class, the topic was “Going to school” whose objective was to develop extensive, intensive reading, to review and practice vocabulary related to going to school. And increase reading, writing, listening skills. For instance, the vocabulary included words as go, travel, ride, drive fly, wash, sail, and wait for.

In this class, the white board was used as the unique supplementary material during the whole class and pertinent to the topic and objectives of the lesson because the teacher wrote the vocabulary new, students were supposed to learn in this class. For example, the teacher asked the students to repeat the words fly, drive wash, they saw on the board, and at the end students were able to repeat by themselves with the correct pronunciation. The teacher wrote on board examples of sentences with the new vocabulary as: Hello Sam ; are you going to school? Yes sure. How you go to school? I go walking. The children also read question then they answered them. After writing all these words on the board, the teacher read and told them to listen and develop these activities on the pages of their student book. The teacher also wrote grammar keys for example, this is a motorcycle, these are trucks, and how do you go to school.

The material was appropriate for the students' age and level since they were able to interact with their teacher and partners in a dynamic way through reading the questions the teacher wrote on the board, and then answering them. They looked motivated to be able to do these activities.

This topic was presented on a clean and big board; however, the written was not organized well; for this reason, students were confused. As a visual indicator the board was useful to have in class, the teacher tried to make the class comprehensible by writing the relevant information on it.

In the third class, the topic was "Around the city", whose objective was to develop new vocabulary about places in a city such as: Hospital. airport, mall, fire station, police station, bus stop, bookstore, practice of sentences and increase reading speaking writing skills

In this class, the white board was used as the only supplementary material during the whole class, and it was pertinent to topic and objectives of the class because the teacher included the new vocabulary relevant to this class, for example she wrote two models on board: a church and a hospital. Then the teacher and the children repeated once, and then they wrote names of places on the pages of their book.

The board was not used appropriately because the teacher did not take into account the age and level of the students. The vocabulary was complicated; therefore students were a little confused at the beginning because they did not fully understand what the teacher wrote. However, the teacher tried to explain with mimics and drawings, and then students were able to understand better.

As it was previously noticed, the material was not used correctly since the information the teacher wrote was not organized very well; for this reason, students were confused. As a visual indicator the board was useful to have in class, the teacher tried to make the class comprehensible by writing the relevant information on board although this time, as mentioned above, the teacher could not accomplish this goal. However, the board was big and new, so the material used of the class was in good conditions.

In the fourth class, the topic was “What do you do?”, whose objective was to develop vocabulary related to professions and job, and motivate the children to be aware of the importance of study and the professions in the future, as well as to express opinions.

The whiteboard was mostly used in the whole class for teaching a foreign language, but it was also used according to the theme, tasks and the objectives of class since the teacher used it to write instructions of the theme and new vocabulary.

After the teacher used the board, she made the students develop other activities. Thus, students wrote names like nurse, doctor, dentist firefighters, pilot, police officer, seller, bus driver on their notebooks since they had to memorize vocabulary, stick and write in the box; unscramble the words, classify the words of professions, listen and repeat, look on board and complete; therefore, this material was pertinent to the class.

The information written on the board was according to the age, level of knowledge and understanding of the children because children were able to visualize the new vocabulary to be learned and they also could learn their correct pronunciation. Students were motivated to learn about this topic since they wanted to tell their partners about the occupation they would like to have when they were older.

The topic was presented in an ordered, clear, and organized way; the board was new, big, and clean, so it was of good quality.

In the fifth class, the topic was “Helping”, whose objective was to develop vocabulary and practice, reading, writing and listening skills to express actions such as help, drive, walk, and put out, practice of sentences with the new vocabulary. The whiteboard was mostly the unique material used in the whole class for teaching the foreign language

This material was used according to the theme, tasks and the objectives of class, since the teacher used it to write vocabulary as: write, sell, buy, read, need, help, drive, walk, put out, and give instructions to children to look in their pages of the book and develop the activities presented there, for example What does he do? He is a doctor. He works in a big hospital. The teacher used the board, to write sentences, the children followed the example in their book, read and stuck. Then



classify, put color with the place, jobs and actions. Finally, the teacher made feedback of the lesson. Consequently, this material was pertinent to the class theme and objectives.

The information written on the board was according to the age, level of knowledge and visual understanding of the children because after the teacher wrote the new vocabulary and the instructions, the students were able to accomplish the tasks, such as filling in the blanks and completing sentences using the correct verb, on their book without any difficulties. They were eager to answer the questions made by their teacher and partners, too.

The topic was presented in an ordered, clear, and organized way; the board was new, big, and clean, so it was of good quality.

In the sixth class, the topic was “A beautiful day”. Its objectives were to develop expressions and opinions about the days of the week, and practice, reading, writing and listening skills. Also, to motivate to build on children the knowledge of expressions related to topic, and practice of sentences.

The whiteboard was pertinent because the teacher used it to write activities, task and new vocabulary, for instance: Sunday, Monday, Tuesday, Wednesday, Thursdays, Friday Saturday and give instructions to children to look in their pages of book and on board, they developed the activities presented here.

The material was appropriate to the age, level and understanding of the students, since the teacher used the board to write other sentences as such as what are Ruppert and salt going to do? On weekends the Rupert and Salt the Zoo opens from 8: to 11:a.m.The children followed the example in their books, read and numbered the figures, classified and colored. Students were enthusiastic because they were

able to develop the further activities on their workbook effortlessly since the teacher explained them the new vocabulary in a clear way.

The topic was presented in an ordered, clear, and organized way; the board was new, big, and clean, so it was of good quality.

In the seventh class, the topic was “Hurry up!”, whose objective was to talk and listen to new expression related to daily activities. For instance, the teacher used this material in order to write the new vocabulary to be learned. It included activities such as get up; take a shower get dressed, brush your teeth have breakfast, have lunch, comb your hair, go to bed. After the teacher wrote all these phrases on the board, she said, listened and repeated them twice orally.

The information written on the board was pertinent to the topic and objectives of this class because with its help, the teacher was able to write the vocabulary related to daily activities students were supposed to learn; in this way, they were able to memorize it easily.

In this class, the white board was used as the only supplementary material during the whole class for teaching a foreign language, and it was used according to the students’ age because after that the students looked and completed their pages of student book, and wrote sentences and answered according to grammar keys; also, the teacher wrote others activities, and sentences; for example I take a shower at 6.00 a.m. Hi! My name is Lisa. I get dressed at 8:00a.m. These ways the children completed the words missing on their student book with the help of the board and the teacher’s explanation, and the students felt confident when doing the tasks.

This topic was presented in an organized way. The whiteboard was clean, and big. The words were comprehensible, so that all the students could understand the information. As a visual indicator, the board was useful to have in class, the

teacher tried to make the class more didactic by writing the relevant information on it.

In the Eighth class, the topic was “Enjoying weekends”. The objective was to develop vocabulary about actions that people generally do on the weekends. The teacher used it for writing the new vocabulary for example, read, play watch, sleep, do, draw ride, live, prepare, study. Then the children read on the board and answered some questions on their student book. After the teacher wrote words as: edra, rdaw, leipse, lapy, pu-teg, lvea, she asked the students to unscramble the letters and write the correct word. Besides, the teacher wrote a word search on the board, so children were able to find and classify, read and stick yes or not.

In this class, the white board was used as the only supplementary material during all the whole class for teaching the foreign language and it was used pertinent to the class because the vocabulary and the instructions given by the teacher were according to the topic and objectives of the class. She used the board in order to include the new vocabulary and also practice the pronunciation.

The use of the board was also appropriate for the learning level and age of the students because the teacher use simple vocabulary such as draw, play, and live, and instructions easy to understand for the students. Besides, they felt confident when they had to do the activities the teacher asked them to do without any difficulties.

The board was important because it is very flexible, manageable, and erasable. This topic was presented on a clean and big board; As a visual indicator, the board was useful to have in class, the teacher tried to make the class a little more comprehensible by writing the relevant information on board.

In the Ninth class, the topic was “Lunch time” whose objectives were to develop expressions with the new vocabulary and build knowledge on students

related to food. For instance, soup, rice, French fries, salad, hot dog, sandwich, hamburger, steak, chicken and fish. The teacher said, read and repeat, then the students repeated along with their teacher.

In this class, the white board was used as the only supplementary material during all the whole class for teaching foreign language and it was used according to the topics and objectives of the class because in this class, the teacher used the board in order to write the new vocabulary to be learned. Besides this activity, the teacher used the board to write other activities, as I like...I don't like ...then, the students had to developed on the pages of their student book, wrote sentences on their own. Consequently, the board was used pertinent and according to the topic and objectives of the class.

The use of the board was also appropriate because students were able to develop further activities based on what the teacher wrote on the board. Students felt motivated to talk about the food they like and they don't like, and they shared this information with their classmates.

This topic was presented on a clean and big whiteboard; what the teacher wrote was organized. As a visual indicator, the board was useful to have in class, the teacher tried to make the class comprehensible by writing the relevant information on board.

In the tenth class, the topic was "An elegant outfit" whose objectives were to develop expressions with the new vocabulary and build knowledge on students related to outfits by increasing reading, writing, and listening skills. For instance, students had to learn words like suit, belt, sweater, tie, dress, coat, hat, scarf, gloves, and shorts.

In this class, the white board was mostly used as the only supplementary material during the whole class for teaching a foreign language and it was used according to the topics, task and objectives of the class because the teacher used it to write instructions and new vocabulary to be learned, which was related to outfits.

The board was also appropriate to students' level and age because students were able to develop activities on their textbook after the explanation of the teacher. For instance, students wrote names and circle, completed the sentences, listened and ticked them, looking on the board and answering, for instance: 'What is Chester wearing?' 'What is Fanta wearing?' Students were eager to talk about clothes. They could also name the clothes their teacher was wearing that day, as well as the clothes they were wearing themselves. Students felt happy to be able to use the vocabulary and apply it in expressions for answering the questions asked by the teacher.

The information written on the board was presented in an ordered, clear, and organized way; the board was new, big, and clean, so it was of good quality.

### *Learning Styles*

As well as in fourth level, the teacher used the board as the only supplementary material. With the help of the board the only learning style that was applied in the class was the visual.

In the observed classes, the teacher used the board to introduce the new topic. Then she wrote the new vocabulary on the board so students could learn it, and she also used the board to write the activities they had to be developed on the book.

Other styles such as kinesthetic or auditory were not used in these classes. As students are used to this type of learning, they really seem not to ask for any other activities. However, it could be advisable if the teacher could talk to the students in order to define what activities they would like to have in classes. Perhaps for the

time and for the number of students it is difficult, but as Wollfolk (2007) states, learning styles are the ways a person uses to learning and studying for processing information in learning situation. Woolfolk also says that motivation is an important factor in learning styles. Therefore, this teacher should be able to take into account the learning styles of their students and keep them motivated to learn English as a foreign language.

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

*Whiteboard*

In the first class, the topic was “The weather report”, its objectives were to develop vocabulary expressions, use grammar keys with the new vocabulary and builds knowledge on students related to weather. For example, winter, spring, summer, fall, rainy, windy, and snowy.

In this class, the white board was mostly used as the only supplementary material during the whole class for teaching the foreign language and it was used according to the topics, task and objectives of the class because the teacher used the board to write instructions of new vocabulary related to the weather. Consequently, the whiteboard was pertinent to the class.

The information written on the board was according to the age, level of knowledge and visual understanding because once the teacher wrote the vocabulary and instructions on the board; she made children develop activities on the pages of their book. Firstly students read, chose, and completed in each box with the correct name; for example, in summer is... and...In fall it is... Students felt confident about developing these activities and they were motivated to apply the new words they learn on their books.

The topic was presented in an ordered, clear, and organized way; the board was new, big, and clean, so it was of good quality.

In the second class, the topic was “Enjoying sports” whose objectives were developing vocabulary expressions, using grammar keys with the new vocabulary. The children read on the board the task with new vocabulary and expressions, as skate, surf, sail, swim, ski, rain, snow, fall down shine, blow and then they repeated these words along with their teacher.

In this class, the whiteboard was mostly used as the only supplementary material during the whole class for teaching the foreign language and it was used according to the topics, task and objectives of the class because the teacher used the board, she wrote several activities as questions and expressions related to sports. For this reason, the use of this material was pertinent.

The board was also appropriate for their age and learning level because after the teacher used the board, she told them to listen and develop certain activities on the pages of their student book. They were happy to talk about sports, because this is a topic that almost every child likes. They were commenting about the sports they liked and the sports they don't like.

This topic was presented on a clean and big board; however, the writing was not well organized; for this reason, students were confused at the beginning. However, she was able to write new information on the board, so students were able to understand in a clear way this time. As a visual indicator the board was useful to have in class, the teacher tried to make the class comprehensible by writing the relevant information on the board.

In the third class, the topic was “Summer time”, whose objectives were to acquire vocabulary using grammar keys. The new words were related to beach, sea,

sand, bucket, Frisbee, beach ball, umbrella, towel, bathing suit sunglasses, and snorkel. Once she wrote the vocabulary on the board, she made the children developed activities on the pages of their book.

In this class, the white board was mostly used as a one supplementary material during the whole class for teaching foreign language, and its use was pertinent to the topics, task and objectives of the because the teacher used it to write instructions of new vocabulary of the topic of the class to be learned. Firstly, students read, found the words, chose and completed in each box with the name, color and correct figure. After teacher asked them to read, look and complete a map their textbook.

The information written on the board was according to the age, level of knowledge and visual understanding of the children because they could develop further activities on their textbook, like solving a word search and matching words with pictures, in a simple way. Also, they had fun to learn vocabulary related to the beach.

The topic was presented in an ordered, clear, and organized way; the board was new, big, and clean, so it was of good quality.

In the fourth class, the topic was “Visiting the farm” whose objectives were reviewing new vocabulary such as farm, farmer, barn, poultry yard, vegetable patch, fruit trees, scare crow, and tractor. Besides, the teacher wrote instructions so children had to look them on the board.

In this class, the white board was mostly used as the only supplementary material during all the whole class for teaching the foreign language, and the use was pertinent to the topic, task and objectives of the class because the teacher used the board to write activities, task and new vocabulary to be learned and instructions, for



instance to ask the class to listen and complete the sentences using the words from of box, example: the farmer drives the .....In the vegetable patch, you can sow..... . Besides she wrote on the board incorrect sentences; for example, the cow is laying eggs, so the children had to figure out what the wrong situations were and then correct them.

The information written on the board was appropriate to the age of them, level of knowledge and visual understanding of the children because the words and instructions the teacher used were clear enough and easy to retain; besides, students had fun in the class, because they enjoyed talking about animals. They were even imitating the sound farm animals make.

The topic was presented in an ordered, clear, and organized way; the board was important because it is very flexible, manageable, and erasable. Besides the board was new, big, and clean, so it was of good quality.

In the fifth class, the topic was “Wonderful vacation” whose objectives were to develop new vocabulary related to activities done on vacation. For instance: camp, run, walk, jump, canoe, climb, sow, milk, water and feed.

In this class, the whiteboard was mostly used as one supplementary material during all the whole class for teaching foreign language and it was used according to the topics, task and objectives of the class because the teacher used the board was to write activities and tasks with the new vocabulary. For example, the teacher wrote urn, mpuj, and lcibm, and students had to unscramble them. Therefore, the use of the board was pertinent

The information written on the board was appropriate to the students’ age level of knowledge and visual understanding of the children because it was easy and motivating for them to understand the new vocabulary the teacher wrote, and it was

demonstrated because they were able to develop further activities related to the information written on the board without any difficulties, such as unscrambling words using the new vocabulary.

The topic was presented in an ordered, clear, and organized way; the board was important because it is very flexible, manageable, and erasable. Besides the board was new, big, and clean, so it was of good quality.

In the sixth class, the topic was “A busy weekend” whose objectives were to develop new vocabulary from lesson and provide expressions with the purpose of increase knowledge on students related to time. For instance day, night, noon, midnight, a quarter, a quarter past, twenty past., and ten to...

In this class, the white board was mostly used as supplementary material during all the whole class for teaching foreign language and its use was pertinent to the topics, task and objectives of the class because the teacher used the board in order to write the new vocabulary to be learned related to a busy weekend. The teacher read and said the words, and the children repeated the new vocabulary along with the teacher. Besides of this activity, the teacher used the board to write questions; for example, she wrote “Is it a quarter past five? Is it a quarter to eleven?”

The information written on the board was appropriate to the age of them, level of knowledge and visual understanding of the children because it was easier for them to identify the time the teacher wrote on the board, and also they answered questions such as, What time do you have breakfast?. This activity was motivating and every one of them wanted to answer the teacher.

The topic was presented in an ordered, clear, and organized way; the board was important because it is very flexible, manageable, and erasable. Besides the board was new, big, and clean, so it was of good quality.

In the seventh class, the topic was “And the winner is...” these objectives were develop new vocabulary related to ordinal numbers such as first, second, and ten, with the purpose of increase knowledge on children related to the topic .

In this class, the whiteboard was mostly the only supplementary material during the whole class for teaching foreign language and it was used according to the topics, task and objectives of the class because the teacher used the board in order to write the new vocabulary (ordinal numbers) to be learned. Once she wrote the ordinal numbers on the board, she indicated the task that each child had that develop on their pages of the book.

The material was pertinent to the class because the teacher used the board in order to write the vocabulary students had to learn. Also, the teacher used the board to write “cheese and ham sandwich”. Then she asked the students to write the ordinal numbers in chronological for a cheese and ham sandwich recipe. After this, the teacher asked the students to look at the pictures of the book, read and write the name and the place for each driver. So the use of the word was according to the topic and objectives of the class.

The lesson class written on the board was appropriate to the age of them, level of knowledge and visual understanding of the children. The words were easily learned, especially when the teacher wrote the recipe on the board. Every one of them was eager to participate to put the recipe in chronological order. Consequently, the use of this material was appropriate.

The topic was presented in an ordered, clear, and organized way; the board was important because it is very flexible, manageable, and erasable. Besides the board was new, big, and clean, so it was of good quality.

In the Eighth class, the topic was “Let’s count” whose objectives were to develop new vocabulary related to numbers and mathematical operations such as count, add, and subtract. In this class, the whiteboard was mostly used as supplementary material during all the whole class for teaching a foreign language.

The teacher in this class used the board in a pertinent way because it was used to learn the new vocabulary. She wrote expressions like, count, add, subtract, multiply, divide, win, lose, spend. The teacher also wrote operations like, the book is US\$ 20.20 +12 +15 it is US\$ 47. Besides, she wrote on the board questions as how much is three plus two? She told the children to look on the book the figures and write the results in numbers and letters and complete in each box.

The lesson class written on the board was according to the age of them, level of knowledge and visual understanding of the children because after they used the board, they were able to work on their class book solving some math problems without difficulties. Students were motivated during these activities and they started to sum up and subtract using words in English.

The topic was presented in an ordered, clear, and organized way; the board was important because it is very flexible, manageable, and erasable. Besides the board was new, big, and clean, so it was of good quality.

In the Ninth class, the topic was “Youth meeting” whose objectives were develop new vocabulary related to things found in a country. For instance they learned words like money, bridge, river, and statue.

In this class, the whiteboard was mostly used as the only supplementary material during all the whole class for teaching a foreign language and its use was pertinent to the topics, task and objectives and different activities of the class because the teacher used the board in order to write the new vocabulary to be learned, such as

building, statue, and park. Besides, students had to answer questions she wrote on the board. For instance, what is your country? My country is Ecuador.

The material was also appropriate, because after the teacher wrote on the board the vocabulary and instructions for this topic, she was able to have a set of questions and answers with the students, and they were able to answer questions related to their country in an easy way. They were interested in those topics, and when the teacher asked them about the things found in Ecuador, they were enthusiastic about giving the right answer.

The board was used effectively. The information included was clear and big enough so students could read without problems. Therefore, this material could be considered as of good quality.

In the Tenth class, the topic was “Typical dresses”. These objectives were to develop new vocabulary build expressions related to countries and nationalities, increasing the reading, writing, listening and speaking skills.

In this class, the whiteboard was mostly used as the only supplementary material during all the whole class for teaching foreign language, and its use was pertinent to the topics, task and objectives of the class because the teacher used the board in order to write the new vocabulary to be learned. She included countries such as Colombia, Brazil, Argentina, Peru, Mexico, Spain the United States, Japan, and Italy. Also, she wrote others activities as sentences to complete on their pages of book, for example People in Japan speak Japanese. People in America speak English.

The information of the lesson class written on the board was appropriate to students’ age of them, level of knowledge and visual understanding of the children because they were able to identify and repeat the new vocabulary with good

pronunciation. Also, they were enthusiastic to answer when the teacher said a country, and they were able to answer that the nationality of that country was.

The topic was presented in an ordered, clear, and organized way; the board was important because it is very flexible, manageable, and erasable. Besides the board was new, big, and clean, so it was of good quality.

### *Learning Styles*

The learning style reinforced in this class was the visual style. The teacher used the board as a visual material to help students with their learning. However, it was the only material used by the teacher, but it was used in such a way that students understood all the teacher explained to them because they were able to apply what they learned from the book.

Unluckily, the teacher never used other supplementary materials to reinforce other learning styles.

Shafaei & Nejati (2009) state that visual style is used by students who learn seeing words in the books, and on boards, and in workbooks. Consequently, the teacher of this class as of the other two classes used this style to teach their students a foreign language. However, these authors also argue that there are other styles such as the auditory, kinesthetic, tactile, group, and individual that should be used.

In conclusion, it is important that the teacher takes into account all the learning styles in their classes because as is it observed learners have different ways in which they can learn a foreign language.

### *Quantitative Analysis*

With respect to the thirty classes observed in fourth, fifth sixth grade in all the three grades, it was demonstrated that there is not a variety in the use of supplementary materials for teaching a foreign language. In all the grades, there was a frequent use of the whiteboard and children only used the student book.

As all the grades observed had the same teacher, the classes were similar; that is, the teacher wrote on the board the topic of the lesson; then she explained the vocabulary as well as the grammar point; and finally, she wrote instructions about the activities to be developed on the student book.

According to the surveys applied to the teacher, she explained that the supplementary material she used in her classes was mainly flashcards, songs, and posters, but actually this material was not included in the classes that were observed. In the survey she wrote that she used supplementary material in 75% of the time in the class.

The information that in general the students said they would like their teacher to use is videos, documentaries, and movies, plants, and toys.

The possible reasons why the teacher did not use any other supplementary material are the following:

First of all, she was the teacher of all the school. She explained she had more than 1000 students; therefore, maybe she did not have any time left to develop or use supplementary material. In addition, the English books provided by the school did not include in the series any supplementary materials that teachers could use in the classes.

Finally, the institution did not have any visual, audio, or audiovisual materials so teachers can use them in class.

## Conclusions

- ❖ The most used supplementary material was the whiteboard, because it was the best source of information for teaching; also, it was easily erasable in case of making errors of writing.
- ❖ The board was generally used to guide the children to make the task on the student book. Some of the reasons why the teacher used only the board were the number of students (40-42), the lack of time, and the lack of resources that were not be provided by the elementary school.
- ❖ The board was pertinent in most of the observed classes. In other words, it fitted the topic and the objective of the class because in all the classes, the teacher wrote the vocabulary to be learned and the instructions for the further activities on the students' textbook.
- ❖ The use of board during the observations was appropriate in most of the classes. It means that the teacher knew exactly what information to write and include for a better understanding of the children because the words the teacher used were clear and easy to understand.
- ❖ The only learning style reinforce in the classes observed was the visual style, with the aid of the board



## Recommendations

- According to the results obtained during the thirty classes observed, it is advisable that all the teachers use supplementary materials in their classes so they do not become monotonous and boring for the students.
- The institutions should provide the teachers with enough supplementary material. For instance, CD players, maps, posters, and computers. This way the teacher will be able to use them to improve the teaching-learning experience.
- It is also advisable that teachers take into account the different learning styles of the students which should be reinforced in the ESL classroom.

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### Annex # 1

Chart one: Type of supplementary material used to teach children

Variable	Indicators	Yes	No
Visual	flash cards		
	power point presentations		
	maps		
	pictures		
	charts		
	handouts		
	posters		
	word cards		
	white/black board		
	drawings		
Audio	songs		
	dialogues		
	stories		
	Tales		
	games		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		

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

## Annex # 2

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

Variable	Indicators	1 <sup>st</sup> Class		2 <sup>nd</sup> Class		3 <sup>rd</sup> Class		4 <sup>th</sup> Class		5 <sup>th</sup> Class		6 <sup>th</sup> Class		7 <sup>th</sup> Class		8 <sup>th</sup> Class		9 <sup>th</sup> Class		10 <sup>th</sup> 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																					

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

### Annex # 3

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

Variable	Indicators	1 <sup>st</sup> Class		2 <sup>nd</sup> Class		3 <sup>rd</sup> Class		4 <sup>th</sup> Class		5 <sup>th</sup> Class		6 <sup>th</sup> Class		7 <sup>th</sup> Class		8 <sup>th</sup> Class		9 <sup>th</sup> Class		10 <sup>th</sup> 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																					
Audio	white/black board																					
	songs																					
	dialogues																					
	stories																					
	tales																					
	videos																					
	movies																					
Audiovisual	documentaries																					
	objects(toys plants fruits)																					
Realia	websites																					
Online																						

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

### Annex # 4

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

	Variable	Indicators		1 <sup>st</sup> Class		2 <sup>nd</sup> Class		3 <sup>rd</sup> Class		4 <sup>th</sup> Class		5 <sup>th</sup> Class		6 <sup>th</sup> Class		7 <sup>th</sup> Class		8 <sup>th</sup> Class		9 <sup>th</sup> Class		10 <sup>th</sup> Class		
		Pert.	Approp.	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																							

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



**Annex # 5**

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	
Visual	flash cards					
	power point presentations					
	Maps					
	pictures					
	Charts					
	handouts					
	Posters					
	word cards					
	white/black board	10	10	10	30	100
drawings						
Audio	Songs					
	dialogues					
	Stories					
	Tales					
	Games					
Audiovisual	Videos					
	Movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	Websites					
	TOTAL					