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

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English as a Foreign Language

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## CERTIFICATION

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CERTIFIES THAT:

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

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

Loja, marzo 2012

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Mgs. Alba Vargas

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

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## DEDICATION

To my beloved children: Juan Fernando, Sebastián and Emilio and to my husband Wilson for their unconditional support.

Nadia

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Eternal thanks to the Supreme Goodness for the wonderful gift of life and my family, to my thesis advisor: Mg. Alba Vargas for her patience and effort, to the Universidad Técnica Particular de Loja to its teachers and directors.

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## ABSTRACT

This study explores the use of supplementary materials for teaching children in EFL classes. The sample included supplementary material used for teaching children in EFL classes in the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades in a private school. Thirty classes were observed to determine and analyze the type of supporting materials used for teaching children in a school in Loja city.

This study was qualitative and quantitative approached. The data was gathered through direct observation to EFL classes held in a private school to discover the type of supplementary material, in terms of quality, pertinence and appropriateness. Additionally, surveys were given to students and teachers to know their point of view regarding the use of supplementary materials.

The results show that the supplementary materials most used in the EFL classes were: the white/black board, power point presentations, word cards and songs.

The study evidences that there was little use of supplementary materials in the classes observed. This material was not varied enough, most of it was visual and auditory, and thus it did not address all the children's learning styles.

## INTRODUCTION

The teaching of English as a foreign language is a matter that has worried researchers and teachers through the time. A lot of time and effort has been devoted to explain the complexity of the language itself and diversity of components that are immerse in the teaching process. For example, one of the components to be considered when teaching is the socio-cultural component because it deals with the educational and historical context in which foreign languages are taught and learned. Other component is the appropriate selection of textbooks. Another major component to be considered is the methodological component which in my opinion is the most important because it directly influences on the success of the learning of a foreign language, since it encloses a variety of aspects as the method, resources and techniques used.

Therefore within the methodological component, it is fundamental to consider the correct selection and use of supplementary material because varied, and well designed didactic material assures students' motivation and addresses all learning styles, facilitating the learning of foreign language.

The above mentioned reason, the wide range of resources, like realia and online resources with are now available for teachers as well as the possibility for teachers to design their own supplementary material to make foreign language more affective justify the necessity to research more in depth the use of supplementary material in Ecuadorian elementary schools.

Thus, this study attempts to discover if teachers use supplementary material for teaching children in EFL classes, and if so, to determine how pertinent, appropriate and qualified those materials are.

In order to achieve the purpose of this study, three specific objectives have been set: a) identify and analyze supporting materials used for teaching children in EFL classes, b) describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students needs), and quality, and c) determine the frequency and variety of the supplementary material used in the observed classes.

To attain these purposes, the researcher identifies, describes and analyses the supporting materials teachers use to teach children in EFL classes and determining the frequency and variety of the supplementary material used in the observed classes.

Regarding teaching English as a foreign language to children, literature on the field highlights the importance of create an attractive supplementary material. According to Dunn (1991), children want to learn and teachers can catch and keep children's willingness to learn by presenting well-planned lessons according to their needs, level; additionally, children's enthusiasm for learning English can be increased by using well-designed supplementary material to complement the use of the book and facilitate the learning of the language. To complement these perceptions, Phillips (1997, p. 7) describes children as "great mimics and often unselfconscious" because they are just ready to enjoy learning with the activities provided by their teacher; he also remarks on the importance of an enjoyable and stimulating experience based on a motivational class.

In the light of these statements, Harmer (1991) mentions that learners have different experiences both in and outside classes; young children learn best when they interact and can touch and watch, children "pick up learning" not just from explanation, they learn indirectly, they show enthusiasm, action and curiosity too.

He highlights that children could become bored after ten minutes if the teacher does not provide an interesting lesson or if he or she does not encourage their students to use a great variety of flexible sources, which could be changed if their students get tired. Additionally, Harmer considers that a classroom for young children needs to be colorful and with classroom arranged in a way to provide a space where learning and action take place and accompanied by different activities.

On the same topic, Dunn (1991) argues that learning is a teachers' issue and teachers should be concerned about children's needs, in the same way, the author mentions that children must be exposed to a rich program since young learners style is full of energy to spill and full of activities based on movement and realia that teachers should provide them with.

Undoubtedly, the present study benefits students, the researcher and the University because it provides a real picture of how teaching English as a Foreign Language is in Ecuador and provides information to others researchers to continue investigating this important topic and contribute to better the teaching of English.

Besides those direct beneficiaries, the board of education of our country is benefited with the information compiled in this study; in order to improve the educational system, providing new tools as courses to reinforce teachers' motivation and suggestions to create a better climate in classes through the CRADLE project, since everybody deserves an education of quality supported by the use of technology and the great variety of supplementary materials.

It is important to mention that the size of the sample and the number of classes observed were not enough, this limitation did not allow to take a complete view of the problem in all the levels of teaching English and how the lack of

supplementary materials is influencing the high levels of English, especially in the high school. It is necessary to consider this aspect for future investigations. Additionally, the number of observations must be increased and done in different times and moments (at beginning of school year, at middle and at the end) to get a better picture of the researched topic.

## METHODOLOGY

### *Setting and participants*

This research took place in a prestigious school located in Loja city. The city of Loja is located in the Cuxibamba valley located in the Province of Loja in the south of the country, sharing borders with the provinces of Zamora-Chinchipec and El Oro, and with Peru in the south.

The research was done in a prestigious private school with many years serving to the people; also it has hundreds of students: children from 4 years old to adolescents.

Additionally, teachers observed, count to computer sets and projectors installed in each classroom, also the materials provided by the English book they use (which is expensive but interesting), teachers are provided with audio sets (which sometimes are not working as well as we want) but are used in order to carry out an audio activity; finally the teachers have a big enough lab to practice interactive activities; so there is not an excuse to do an excellent and memorable EFL class, just the desire to do it.

### *Procedures*

To perform this research, it is very important to review literature about the topic and related topics that we can find in different sources such as books, online, journals, etc. All the information is registered in charts to facilitate the drafting of the literature review; at the same time the field research is done.

First of all, the research was focused on students aged 8 years old (4<sup>th</sup> grade), 9 years old (5<sup>th</sup> grade) and 10 years old (6<sup>th</sup> grade). The idea was to observe ten classes on each grade and make notes using two kinds of observation sheets: one

of them was used to check basic information such as type of institution, date, grade, class topic, class objective and supplementary materials used during each class; the second sheet was used to describe the used material and to notice if it was pertinent and appropriated to the students' level and age, also about the material's quality, and if it was used in a creative way to gain students' attention and participation, in this sheet all the details about class are written to be very specific when analyzing them.

Each grade had about 30 students: girls and boys, they were in the range previously cited. At the end of the class time, two students were applied a survey which contained: grade, type of material they would like to be used during English classes, and also the frequency they like to be used these materials. Also it is important to explain that to start the observations in the three grades, the teachers were asked to fill a survey about what do they think of the use of supplementary materials in classes, about if they consider the different learning styles, about the materials their students prefer and how important are the supplementary materials in their classes.

At the end, there were three teacher's surveys, twenty students' surveys per each grade, twenty observation sheets per each grade and around twenty sheets of literature review to be taken as a scientific basis to do the research.

All the information which came from the observation was summarized in five charts: the first one was used to summarize the types of materials used to teach children of 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> year, in the second chart pertinence and appropriateness of each material used in 4<sup>th</sup> year were registered; in the third chart as in the second one the information related to the 5<sup>th</sup> year was consigned; in the fourth chart as in the

second and third the information about pertinence and appropriateness of the materials used in 6<sup>th</sup> grade were checked.

Finally, the fifth chart summarizes the frequency of use of supplementary materials in the thirty classes observed.

With all the information mentioned, the research is done with the support of scientific information provided in the literature review and compared to the field research, additionally the analysis and interpretation of results is done from a neutral point of view, in order to obtain the exactest information to improve the English teaching based on the adequate use of supplementary materials for teaching children.

## Literature Review

Teaching English to children requires considering a variety of factors like age, level, context, methods and approaches used by teachers, materials among others. According to Dunn (1991), children want to learn. Teachers can catch and keep children's willingness to learn by presenting well-planned lessons according to their needs, level and teachers should make them progress and make them realize that they are good at English. Additionally, children's enthusiasm for learning English can be increased by using well-designed supplementary material to complement the use of the book and facilitate the learning of the language.

In order to understand better the objective of this study different concepts and topics like teaching a foreign language, learners, learning styles, teaching techniques, different contexts for teaching and supplementary materials will be presented in order to ground the research in theory. In addition, some previous studies about the use of supplementary material focused on children's language acquisition is analyzed. The literature on the topic starts with a broad review of the implication of teaching a foreign language.

### *Teaching a Foreign Language*

Teaching a foreign language needs of other sciences to support it; Rodriguez (1980) recognizes the individual's value, he continues saying that each person is unique and teachers must have some help from Pedagogy, Sociology and Psychology because knowledge is always connected to the practice of the most effective methods to use with students and to be concerned with their differences. Teachers shouldn't forget that language learning has to have a real base, which means that foreign language will have a useful purpose and the author continues the explanation giving

an idea about the importance of the physical action in real classes in forming linguistic habits: “An action leaves an exact impression on the senses and a permanent record of the meaning on the minds of the learners; explanations in words are theoretical, actions are practical”, he also says: “teachers must have some important characteristics such as: their voice, their humour, their method, and their gestures”.

In the same way, Phillips (1997, p. 7) describes children as: “great mimics and often unselfconscious” because they are just ready to enjoy learning with the activities provided by their teacher, he also remarks on the importance of an enjoyable and stimulating experience based on a motivational class; additionally, this researcher says that when children mature, they will become more intellectual and all resources available should be exploited in order to teach another language and do it in a communicative and practical way, as opposed to those grammatical rules, because children will discover by themselves simple rules which will become “internal grammar” and an important part of the learning to learn process.

Similarly, Brown (2001) states the characteristics of a successful foreign language teacher, he lists four of them: *Technical knowledge* which is a compendium of linguistic systems of English: phonology, grammar and discourse; *pedagogical skills*, which means the use of effective techniques, an appropriated feedback, creativity, motivation, promoting the teamwork and so on; *interpersonal skills* are about teacher’s behavior: enthusiasm, good humour, patience, innovations; lastly the author mentions *personal qualities* and these are about flexibility, setting goals for his or her professional growth, and finally maintaining high ethical and moral values. Brown (2001, p.168) continues to argue about the importance of teacher’s

voice, which has to be heard by all the students in a clear way, being warm, confident and optimistic; also teacher must use facial and hand gestures to avoid confusions, moreover the teacher's eye contact with the students is important and being always around the class in a continuing movement will reinforce the learning and will clarify students' doubts.

### *Learners*

Learners play the main role in language teaching that is why classes must be planned considering the different aspects like age, learner's differences among others. Smith (2003) explains the similarities and differences that exist among learners, he says that students could be of the same age, they could be from the same socio-economic background, or they may not be. Additionally, when teaching, he suggests analyzing their different needs, especially learning difficulties, poor eyesight, personalities, motivation, cognitive abilities and so on.

In the light of these ideas, psychologist Howard Gardner (1943) is quoted by Smith, to explain about the theory of Multiple Intelligence; for example, the *linguistic learners*, they are good at spoken and written language, and they can learn a language better than other learners; the *logical-mathematical learners* are able to solve logical problems; the *visual-spatial learners* visualize images to remember information; the musical learners respond to rhythm and sound, they love activities which involve music and song; the *bodily-kinesthetic learners* learn best by using all the senses; the *interpersonal learners* like to work with other people; and lastly, the *intrapersonal learners* who prefer to work alone.

Complementing these ideas, Harmer (1991) discusses the importance of the student's age on the way they learn; he suggests that children learn a new language

very easily because of their young brains, he continues to explain that people have different beliefs, some of them think that adolescents are poor language learners due to their apparent uncooperation and adults are often unsuccessful when learning a new language. As opposed to these ideas Harmer (1991) mentions that learners have different experiences both in and outside classes; young children learn best when they interact and can touch and watch, children “pick up learning” not just from explanation, they learn indirectly, they show enthusiasm and action, curiosity too, so they need individual attention and approval from their teacher and people around them.

On the other hand, Harmer highlights that children could become bored after ten minutes if the teacher does not provide an interesting lesson or if he or she does not encourage their students to use a great variety of flexible sources, which could be changed if their students get tired. Harmer also supports the idea of a classroom for young children to be colorful and with different activities, with a classroom arranged in a way to provide a space where learning and action take place.

On the same topic, Dunn (1991) thinks that learning is a teachers’ issue, they should be concerned about children’s needs: they want to learn, they want to please, they want results in the use a language as fast as possible to avoid getting disappointed. In the same way, the author mentions that children must be exposed to a rich programme where real life activities take place naturally and they do not notice they are acquiring a second language and, this is possible according to Dunn, because he emphasizes how children imitate and does not have mistakes in their speech, moreover they do not have inhibitions nor a different accent, which is obviously

particular in the young learners style full of energy to spill and full of activities based on movement and realia that teacher should provide them with.

Harmer makes a comparison among children and adolescents as learners of a foreign language. He states that the second ones are the best language learners, but most of them present discipline problems and lack of motivation, all this joined to the fact that teenagers are in a difficult age where they always need approval from their parents and friends, therefore teachers can act in a different way: asking their students to help them to reach a goal, of this way they will feel they are important and their opinions are appreciated, they will be engaged to the learning process, they will be successful contrasting their ideas, discussing about their real world, avoiding humiliation with some abstract topics, the author mentions.

Regarding adults, Dunn (1991, p.14) states: “Adults have two independent but interrelated systems for gaining ability in another language: acquisition and learning; the good language learner is an acquirer, he/she may or may not be a conscious learner...” In the light of this statement, Harmer (1991) complements it by noticing that adults can manage the abstract thought; due to their life experiences, they also have a set patterns of learning, they are more disciplined and boredom is not common during classes, they can pay attention for longer time periods and the teachers’ role is using a wide range of activities which help them to reach what they want, because adult learners know why they are learning, as opposed to children and adolescents. Harmer also explains that adults are not problem-free learners and sometimes they are predisposed to a particular methodological style and also they could have a bad experience in previous classes and this has influence on their self-

confidence, which is another point to be evaluated by the teachers who should maintain a high motivation in these levels of learning.

### *Motivation*

According to Lowes and Target (1998), individuals have different levels of motivation. He suggests two kinds of them: *extrinsic* motivation, which refers to an external reward and *intrinsic* motivations related to the personal enjoyment of learning; but there are also factors which affect it, the authors suggest, for example a positive learning experience produced by their teachers; and bad experiences produced when teachers correct them and make students feel embarrassed; obviously these experiences will affect the students' attitudes during the learning process. Lastly the authors believe that teachers must create a stimulating and friendly atmosphere to teach a language or other subject.

Sprinthall, Sprinthall, and Oja (1998) quoted Thorndike who linked learning and motivation with his law of effect, he said that "motives are made up of needs and "drives" (needs that cause the person to act) to reach a goal in different ways due to different personalities people could have". The authors also light the most potent motive: the social approval of one's parents, teachers or friends; another excellent motive is the need for achievement; these main motives should be used by teachers to produce into their students a true love of learning a new language.

In the same way Schmitt (2002) argues that motivation to learn a foreign language implies that students adopt new social and cultural behaviors and ways of being, for this reason, motivation will carry the students to a final phase where learners analyze their past experiences and they will be motivated to continue with their goals in the future. He also says that motivation comes from the society, the

significant people around learners, the teacher and the method used to get an objective which has to be common for both of them: student and teacher linked with a high confidence degree. This knowledge about students should be based on their own way to learn.

### *Learning Styles*

Learners progress in their learning at different paces and in different ways. Toni Wright (1987), quoted by Harmer (1991), mentions four learning styles, he says that there is not a unique classification, but he shows his own one: the enthusiast learners are always concerned for the group's goal; the oracular learners are worried about the acquisition of their objectives; the participator learners are looking for the solidarity in class and, finally the rebel learners are preoccupied by the satisfaction of their own needs.

Regarding learning styles, Lowes (1998) considers that children learn in a different way, they use group work, play and movement; he concentrates his efforts in categorizing the individual differences; he divides the learning styles into: *Sensory preference* which is subdivided into: *visual learners*, *auditory learners*, and the *physical or kinesthetic learners*. The first ones enjoy taking notes, looking at pictures; but the second ones are often concern with listening to songs, poetry; finally Lowes describes the last ones, who like the movement and actions. The author also mention *the Concrete-Abstract learners* who enjoy theory and concepts, they are good at thinking logically and are excellent at reading and writing; opposed to them, the *Sequential-Random learners* are analytical, imaginative and intuitive; they are creative.

Undoubtedly, there are other researchers who highlight the importance of considering the different learning styles when teaching, for example Felder and Silverman (1988), they state that according to the different styles found in a class, teachers will apply the teaching styles; they could be concrete or abstract, active or passive, visual or verbal, and so on, depending on students' needs.

### *Teaching techniques*

Teachers need to have these aspects clearly identified so that planning and executing the process of teaching will become less stressful and of course successful.

Now it is time to think on how to teach the second or foreign language. There are several techniques she or he must bear in mind. But first it is important to distinguish this term from approach and method. Brown (2001) adverts the difference among these three terms:

What is a method? About four decades ago Edward Anthony (1963) gave us a definition that has admirably withstood the test of time. His concept of 'method' was the second of three hierarchical elements, namely approach, method, and technique. An approach, according to Anthony, was a set of assumptions dealing with the nature of language learning, and teaching. Method was described as an overall plan for systematic presentation of language based upon a selected approach.

Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. (p. 14)

Summarizing Brown's (2001) ideas, a technique is the collection of tasks and activities which are chosen by teachers to teach in a better way. He continues by saying that those techniques are classified this way: from manipulation to communication, it means students repeat some patterns for gaining fluency; other technique is called Mechanical, Meaningful and Communicative Drills in which just drills repetition are presented or provided for students to practice, but obviously, it won't improve communicative abilities. Another technique, the author mentions, is the Controlled to Free Techniques and they are questions given by teachers to students to be answered in a short time, they are manipulative ones.

Now an interesting question arises: Does a teacher use the same techniques when teaching both children and adults? To begin with, it is not as usual as it might look, to find a teacher working with both groups, but if there is this possibility, a teacher in such a predicament should notice the factors that make the difference.

There are many techniques a teacher can use in appropriate settings. Nevertheless, several techniques can well work for both groups. To put as an example I would like to mention the Warm-up technique (Brown, 1980): "Mimes, dance, songs, jokes, play. This activity gets the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson. It does not necessarily involve use of the target language." We can clearly see that this teaching technique can well be used for children as well as for adults. However, the demand will be different on each group. I would dare to say that it is a matter of challenging the teacher herself/himself to adapt techniques to fit to her/his group.

On the other hand, Brown (2001) notices the practical differences between children and adults in relation to attention span:

The difference between children and adults (that is, persons beyond the age of puberty) lies primarily in the contrast between the child's spontaneous, peripheral attention to language forms and the adult's overt, focal awareness and attention to those forms. Therefore, the popular notion about children holds only if "effort" refers, rather narrowly, to focal attention (sometimes thought of as "conscious" attention...) to language forms.

Additionally, the same author suggests some other useful techniques such as: *reading aloud*, when students read directly from a given text; another technique quoted by Brown is *drill*, which means repetition or substitution of some patterns; *dictation* is another technique and it refers to writing down an oral text; additionally, the author refers to *brainstorming*, which is the free, undirected contributions by the students and teacher on a given topic. Continuing with the techniques list, Brown refers to *story-telling*, *information exchange*, *narration/exposition*, *role-play*, *games*, *interview*, *discussion*, *problem solving*, *composition*, *question-answer display*, *translation*, *testing*, *copying*, *information transfer*, *report*, *drama*, *simulation*, *a propos*, etc., as the most important teaching techniques suggested.

Complementing Brown's ideas, Darling-Hammond and Snyder (2000), suggest the *portfolio technique*, which is a compendium of the best and successful activities performed by teachers, all their experiences: videos, cds, excellent students' tasks and all the activities that could be repeated again and again with the same good results. In the same way, Rig (1990) suggests dialogues, role-playing, telling stories, predictions and key words as interesting and motivating techniques

that are especially loved by children. All these techniques must be adapted to the different contexts where teaching takes place.

### *Different Contexts for Teaching*

Dunham (2008, p.1) states that “education doesn’t occur in isolation from societal contexts of learning”, he continues by saying that “students develop their identities within a range of contexts motivated by the external learning community...”

To complement the previous idea, the University of Michigan (2010) shows the points to be considered when teaching in large classes, demonstrating a new context that works better when teachers create a confident atmosphere, where students are motivated to participate and create their own knowledge, even in this environment; also the University remarks the importance of having a good mood, avoiding sarcasm, promoting discussions to fix the topic on learners’ minds; another idea is to form groups with a facilitator in each one. This institution shows another context: the laboratory context and its success depends on coordination and teachers’ active role, it is necessary to remember students’ names, to make suggestions and permit the learners to experiment. In this point, Benson and Samarawickrema (2007) remark on another important context about the e-learning, where the learners’ experiences are totally different, due to social, political, economic and cultural influences; all these aspects joined for the use of various technologies, and the fact that they allow teaching and learning to occur across an infinite variety of locations, from the on-campus classroom to remote sites in other countries, where students in a range of contexts may be in the same ‘class’.

In the same way, Kirkwood (1995), quoted by Benson and Samarawickrema, explains the importance of context in the experience of distance learning, on the basis of a home learning, where the teachers' responsibility, dialogue, and an adequate structure that could satisfy the learners' needs as well as their expectations are all necessary. These ideas are complemented with the use of materials which reinforce learning and promote students' production.

### *Supplementary Materials*

Haycraft (1997, p. 94) states that "Supplementary materials are substantial additional work which appends, incorporate, is appended to or is incorporated into the original material but which has some capacity to entertain or inform independently of the original material", he also explains that this kind of material is different from the basic bibliographic information and the objective is to support the explanation of a class and help learners' understanding; besides this, Bowen (1982) says that supplementary materials have characteristics, due to they are related to the original material, they inform or entertain and they are separated from the basic bibliography unit. To complement the definitions above mentioned Cross (1992) states that supplementary materials are supporters of a document, lecture or class. He explains that without them, the understanding is almost impossible, children need this material, they want to see, listen and touch in order to learn; these materials are becoming essential to promote an interactive learning, more effective and trustworthy, where the variety makes the difference; in this way, he summarizes the importance of them.

### *Visual Materials and their Role*

Bowen (1982, p. 2) considers that visual aids are a great tool to stimulate the learners, because their eyes are the “primary channel of learning”, he emphasizes that these aids promote students’ motivation, help to teacher to stop talking, creates learners’ participation, and they support the integration of skills.

It is easy to see that visual materials are varied as Haycraft (1997) supports: the black or white board, is the focal point for the students it should be used correctly, avoiding the confusion and keeping all the most important fact taught. The author additionally says that flash cards are useful too, which are cards where picture and words are joined, but they need preparation in advance. In this point, Cross (1992) remarks their importance and simplicity saying that they can be stored in an easy way and they should be clear enough and be seen by everybody; because the idea is to provide a lot of information with just a glance.

Finally, Gerngross and Puchta (1996) add that other presentations of visual materials are photographs, drawings, cartoons and their use is really great in writing, vocabulary, grammar, sharing information and so on.

Hearing is also a necessary skill to be developed in class, and audio materials are really important to achieve this goal.

### *Audio materials*

“Music is a tie that binds all cultures and languages, making learning English fun” states Cross (1992, p.153), additionally he says that songs and rhymes are specially used as supplementary materials; also children enjoy showing off their songs and rhymes to their families; teenagers feel happy and relaxed learning and listening to new songs and adults enjoy listening to songs or poetry with a real meaning. In

addition, Cross suggests some techniques to use songs or rhymes: *the ostensive way*, where teachers use gestures or mimes to show the story; *the translation way*, which means that the used materials will be translated to students' mother tongue; *cloze tests* where the key words are deleted and lastly the use of *true/false statements* in more difficult texts. Adding more information to this topic, Gerngross and Puchta (1996) point out the importance of audio materials to support grammar learning, listening comprehension, understanding other culture, teaching vocabulary and, obviously, having fun. They suggest being careful with the age and English level of class, and determining what it is that teachers want to teach; in the same way it is recommended to use repetitive songs in young learners' classes; for teenagers it is better to use current pop and rock songs and for adult learners, use appropriate and interesting songs which engage their attention and teachers use their creativity.

Another type of material is greatly used, because it links eyes and ears, complementing the teacher's explanation, they are the audiovisual materials.

#### *Audiovisual materials*

According to Management Sciences for Health and the United Nations Children's Fund (1998), audiovisual materials are different modes of complementing a verbal presentation using an image and sound; they are useful to help teachers to show an idea or present a new class, or fix some knowledge. This foundation suggests the computer presentation using Power point because of its facilitations on creating the presentations and the supporting of excellent visual and sound effects.

According to the previous information, Haycraft (1997) says that time can be saved by using films, where teachers can start the film, stop it, go back and go forward, whether for presentation, practice or revision. Agreeing with this author,

Phillips (1997) adds that video and television are important parts of children's lives, although watching a video in a lesson is different because teacher creates tasks and activities that encourage children to act; teacher should remember to start with easy tasks and then to move to more demanding ones and provide children the opportunity for language practice.

But there other types of supplementary materials, which can be manipulated by students, they are called realia.

### *Realia*

Soames (2009) explains that realia is a useful tool in the TEFL classroom, and it means that teachers can use real items found in everyday life as an aid to teaching English; creating a link between the objects and the word or phrase they represent. Soames (2009, p. 1) says: "Using realia stimulates the mind, and is one way of encouraging creativity by involving the senses. Realia saves time, as recognition of an object is immediate and so cuts out the need for lengthy explanations and drawing funny pictures on the board." Additionally, this author mentions that the use of realia help students to remember new words and its use is not limited just to children, because even adults become engaged whit it, avoiding those dull and repetitive classes. Additionally, Soames remarks that the use of realia is appropriate also with young learners making up stories through puppets or toy animals, teaching grammar, presenting a new vocabulary. The options are based on teachers' imagination and creativity.

Furthermore, Wright (1984) annotates that the use of objects instead pictures is more involving during a class, these objects are available wherever and could be manipulated; one kind of object could be collections, then teachers can choose them

to be used in a particular topic, helping learners to a better understanding and comprehension.

In order to continue listing important supplementary materials, it is necessary to mention some of them related to the use of technology.

### *Online*

Sütheó (2004) states that internet has revolutionized the learning; it has special importance for children rather than adult learners, and is enjoyable for adolescents. She says that students have the opportunity to discover and acquire new knowledge in an easy way, but they will always need their teachers' help and guidance. Additionally, one of the advantages of using online materials, according to Boss, is not only encourage students to use different types of knowledge and develop various skills while using computers, but also to acquire new information often without being aware of the fact that they are learning. In addition, computer software never scolds students, but generally gives positive feedback. In this way learning becomes real fun.

In the light of these interesting ideas, Kenji and S. Kathleen Kitao (1995), quoted by Sütheó, explain that the additional advantage of computers to conventional classroom techniques is that tasks can be set according to the users' language ability. They ensure that the Internet is an excellent ground to share practical ideas with other language teachers. Secondly, the Internet is a store of information about latest inventions and teaching materials. Tutors can read electronic journals and newsletters with the help of the Internet. Furthermore, there are a growing number of materials on the Web especially designed for English language lessons. The World Wide Web makes it easier to find alternative texts and activities that course books cannot

provide. Moreover, teachers can find authentic texts and ready-made exercises that can be used with great success in the language classroom. Lastly, the authors recommend using online materials so students can have access to educational games, dictionaries on line and a quick feedback.

Some authors like Lowes and Target (1998) support the ideas above, they say that teachers should motivate to their students to search new materials and share with their partners; consequently, they will find an effecting inter-learning. Furthermore, Boss (2010) agrees with the use of online materials as a link between learning and learners.

To support these ideas, it is necessary to add a firm base by mentioning some previous studies about the researched topic which help the researcher to grand better this study since they include relevant information about the focus of these similar studies, the methodological focus as well as relevant findings on the field of supplementary material used for teaching English to children.

Kelsen (2007) conducted a study with the purpose of exploring the use of YouTube in an EFL situation to watch the students' attitudes and notice first if the use of this site makes classes more interesting, second if the use of this tool motivates and benefits students to learn, third if it is beneficial to language learning and to discover if the implementation of YouTube in EFL classes motivates students to learn English.

The sample in this study included 69 students and the application of a simple questionnaire regarding their gender, access to computers and experiences using YouTube prior to this course. Throughout the semester, material from the YouTube website was used to supplement the textbook-World Link: Developing English

Fluency by Susan Stempleski, James R. Morgan and Nancy Douglas-and associated classroom materials.

Additionally, all YouTube video clips were shown during regular class time using an in-class computer with a high-speed Internet connection and projector. The students also got engaged in a number of activities and techniques including: completing various cloze worksheets, split viewing, watch and tell the story, and viewing to answer specific questions and spark discussions. In relation with the YouTube videos, these included 4 clips associated with vocabulary related to topics selected from the textbook, 4 clips related to names of people or places in the textbook, lastly 2 clips connected to current events were used, and 5 music videos. Each clip was chosen according to its relevance to material covered in class, viewed by the instructor before class and appropriate vocabulary was taught prior to viewing.

Complementing the idea, background and cultural information were provided where necessary to foster student comprehension. Before and after viewing, students were made aware of all web addresses through them being posted on the class portal and encouraged to preview/review the clips at home. Furthermore, students were invited to suggest video clips to be used in class.

The conclusion of the study shows that teachers and students can be involved in creative ways to use online materials, these materials motivate to students to do these tasks at home; additionally the learners gained autonomy, but it is necessary the teachers' guidance. It is important to notice how supplementary materials help to develop a topic and provide autonomy and self confidence in each student, being an effective teaching strategy.

Other study performed by Hwang (2005) was done due to the problem of overemphasizing English grammar created by the examination-driven education system in Taiwan, the author says that effective EFL education can be realized once students are hooked on authentic materials, instead of staying mostly in the classroom and the library while studying in an English-speaking country, those students have a lack of exposure to the realistic use of English in the main-stream society; so Hwang based her study on a strong personal interest in reading magazines/best-sellers and watching TV while she was living in the U.S., experimented with adopting these types of authentic materials, instead of EFL textbooks, in her classes.

In retrospect, her own college English speech and writing classes in Taiwan many years ago, gave her the theoretical knowledge but not exemplary models, and this proved to be largely fruitless. With the awareness of the importance of authentic models, she has made a point to incorporate them into her own teaching. She further encouraged her students to utilize the vocabulary and expressions they had learned from authentic materials in their own production of English.

Finally, she concluded that some textbooks are poor in motivation and in real-world language, they are full of grammar and unreal situations; she remarks that the use of current popular material is necessary such as: best-selling essays/stories, TV news-magazines, talk shows, etc. Hwang also pointed out that teachers' objective must be to provide a total learning, based on the real and natural English language, and this objective should be reached at all levels.

Peacock (1997) aimed a study to know if authentic materials used at levels of on-task behavior, observed motivation, and self-reported motivation are more

interesting than artificial materials. Then data was collected over a seven-week term, 20 times in each class on 20 different days. Both classes used artificial materials one day and authentic materials the next, as course book supplements, it is necessary to clarify that data was collected while learners were working in groups of three. There was no group control, also the author attempted to use groups as their own controls, reasoning that differences in motivation among the same learners with the same teacher, doing similar activities - but with a different type of material - may be attributed to the materials in use at the time with more assurance than would be the case with differences between two classes. Group-work activities were very similar, though not quite identical, every day. The daily activity consisted of a discussion in groups of three on a topic given to the learners. Additionally, statistic figures and observation sheets were used. All the data from observation sheets 1 and 2 and the learner questionnaires were analyzed separately via repeated-measures multivariate analysis of variance, to investigate whether type of material (artificial or authentic) had a greater effect on motivation than class (A or B), day, or activity.

As result of this research; Peacock recommends that teachers of adult or children try appropriate authentic materials in their classroom, as they may increase their learners' levels of on-task behavior, concentration, and involvement in the target activity more than artificial materials. They may, however, reduce the levels of learner interest engendered by the materials used. It is important that materials selected for the classroom motivate learners, so one criterion for the selection of materials should be their effect on motivation, the researcher also comments that students' on-task behavior was greatly motivated by authentic materials, but only in the second week due to the novel idea of using them.

Haroon & Sani (2009) made a very interesting study on trilingual children aged nine to eleven in thirteen urban schools in Kedah, China.

206 Malay children answered questionnaires in a controlled environment to avoid distractions during the inquiry. Malay language is their L1 and Mandarin and English languages are their L2. They were asked about what languages they used both in school and at home.

Haroon & Sani (2009) actually found out that trilingual children use L1 and L2 according to their social setting. Malay language was reported as being used mostly at home and Mandarin language was used in school. English language was reported to be used the least in school.

Haroon & Sani (2009) noticed that children have “the ability to switch from one language to another” which clearly “suggests their level of language competency and confidence.”

Another interesting finding related to both L2 was that children were doing better in English rather than Mandarin, considering that English language is least used in social settings. Haroon and Sani (2009) pointed out that this might be caused because there are similarities between Malay and English in orthography and in certain extent in structures.

Nevertheless, these students showed weakness in their L1, Malay language and in their most proximate L2 Mandarin. Their explanation for this phenomenon is that:

The students’ low achievement in Mandarin and English may also be an indication that they experience cognitive difficulties in learning these two languages, a possibility if the students have

not reached a certain threshold in their L1 and literacy. (Haroon & Sani. 2009)

In this study by Haroon & Sani (2009), it was also noticed that female superiority was significant since they surpassed male performance.

The study found that all the variables investigated i.e., gender, home and school language use, language learning beliefs, have some significant associations to achievement in the two second languages.

As a manner of conclusion, the researchers adverted that the variables investigated clearly influence students' achievement.

They also recommend that low general average scores in the three languages should be observed by schools.

Finally, Akça Saklavci, A. (2010) investigated the extent to which EFL teachers in High Schools in Eskişehir use the internet for instructional purposes. More specifically, the study examined some factors identified as potentially related to Internet use and High Schools in Eskişehir in Turkey were selected as the research sites for the study because all of them have computer labs and internet connection. Eskişehir has been used as a pilot city for some innovations in education by the Ministry of Education in recent years. Using direct observation, applying charts and questionnaires on basis to these factors: (1) selected characteristics of EFL teachers related to internet use at High Schools in Eskişehir; (2) teachers' perceived access to the internet; (3) teachers' perceived expertise in internet use; (4) teachers' perceptions toward the internet as a tool for instructional purposes, the author shows that the use of the Internet in EFL teaching at High Schools in Eskişehir is not limited but internet use for instructional purposes is still in its initial stages. The

results suggest a considerable difference between teachers' level of interest in the internet and their opportunity to learn about or implement Internet-based instruction.

Although they have positive attitudes towards the use of the internet for English language teaching/ learning, they do not very often use the internet for their lessons. The author explains that teachers were favorably inclined toward pedagogical use of the Internet but they complain about the lack of opportunities to use the internet in the classrooms. They stated that without reasonable degrees of computer access in classrooms they can not use the internet for English language lessons. There is an urgent need for more efforts to help EFL teachers at high schools enhance their use of the internet for English teaching and language classrooms should be used by all EFL teachers.

**Results**  
**Qualitative Tabulation**

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

<b>Variable</b>	<b>Indicators</b>	<b>Yes</b>	<b>No</b>
<b>Visual</b>	Flash cards		✓
	Power point presentation	✓	
	Maps	✓	
	Pictures	✓	
	Charts		✓
	Handouts	✓	
	Posters		✓
	Word cards	✓	
	White/black board	✓	
<b>Audio</b>	Songs	✓	
	Dialogues	✓	
	Stories	✓	
	Tales		✓
<b>Audiovisual</b>	Videos		✓
	Movies		✓
	Documentaries		✓
	Interactive activities	✓	
<b>Realia</b>	Objects (toys, plants, fruits)		
<b>Online</b>	Websites		✓

**Author:** Nadia Elizabeth Revelo Andrade

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

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.																	
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																					
	Interactive activities											✓	✓									
Realia	Objects (toys, plants, fruits)																					
Online	websites																					

**Author:** Nadia Elizabeth Revelo Andrade.

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

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

variable	Indicators	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.																	
Visual	Flash cards																					
	Power point Presentations	✓															✓	✓				
	Maps																					
	Pictures																					
	Charts																					
	Handouts	✓					✓													✓		
	Posters																					
	Word cards										✓	✓										
	White/black board								✓	✓				✓	✓					✓	✓	✓
Audio	Songs														✓							
	Dialogues																					
	Stories																					
	Tales																					
Audiovisual	Videos																					
	Movies																					
	documentaries																					
Realia	Objects (toys, plants, fruits)																					
Online	websites																					

**Author:** Nadia Elizabeth Revelo Andrade.

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

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

Variable	Indicators	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.																	
Visual	Flash cards																					
	Power point Presentations											✓	✓									
	Maps													✓	✓							
	Pictures	✓	✓																			
	Charts																					
	Handouts																			✓		
	Posters																					
	Word cards																					
	White/black board	✓	✓	✓	✓				✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Audio	Songs	✓																			✓	
	Dialogues						✓											✓				
	Stories																					
	Tales																					
Audiovisual	Videos																					
	Movies																					
	documentaries																					
Realia	Objects (toys, plants, fruits)																					
Online	websites																					

**Author:** Nadia Elizabeth Revelo Andrade.

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

## Quantitative Tabulation

Chart Five: Frequency of use of supplementary material.

Variable	Indicators	4 <sup>th</sup> grade (8 years old approx.)	5 <sup>th</sup> grade (9 years old approx.)	6 <sup>th</sup> grade (10 years old approx.)	Total	Percentage
		F	f	f	F	%
<b>Visual</b>	flash cards					
	power point presentations	5	2	1	8	16.33%
	maps	1			1	2.04%
	pictures			2	2	4.08%
	charts					
	handouts	2	2	1	5	10.20%
	posters					
	word cards	4	1		6	12.24%
	white/ black board	5	4	7	16	32.65%
<b>Audio</b>	songs	3	1	2	6	12.24%
	dialogues	1		2	3	6.12%
	stories	1			1	2.04%
	tales					
<b>Audiovisual</b>	videos					
	movies					
	documentaries					
	Interactive activities	1			1	2.04%
<b>Realia</b>	Objects (toys, plants, fruits)					
<b>Online</b>	websites					
<b>Total</b>					<b>49</b>	<b>100%</b>

**Author:** Nadia Elizabeth Revelo Andrade

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

## Description, Analysis, and Interpretation of Results

### *Qualitative Analysis*

#### *4<sup>th</sup> Grade*

##### *Power Point Presentations:*

This type of visual supplementary material was mostly used in this grade. Regarding the use of visual aids; Bowen (1982) considers that these aids are a great tool to stimulate the learners, because learners' eyes are the "primary channel of learning", due to those learners are visually engaged in the English learning during each lesson.

In the first class, power point presentations were used to teach *the past tense the regular verbs*, indicating past actions; the objective of the class was to *introduce past verbs related to actions that students performed the last holiday*. First the teacher introduced regular verbs in present tense through drawings and words using power point, then she displayed the same actions but in past. Finally the teacher asked students' choral repetition by showing the slides. The students were paying attention due to the teacher voice and she used gestures to perform every action she displayed on the presentations. To finish the use of this supplementary material, the teacher used sentences where verbs were missed; she motivated her students to fill in the blanks and generated the students' participation with their own ideas based on their own experience during their holiday, which proved that this kind of material was pertinent to the topic and objective of the class, also to the children's age and level since both students attention and interest were achieved along the class.

In my opinion, the use of the power point presentations was great to children who were enthusiastic and hooked into class because of the bright colours and

drawings in each slide also the letters were clear, and the most important thing, the drawings were related to the real world and they felt identified with them. In sum the correct use of the power point presentations combined with the teacher's voice and gestures created a good atmosphere for students to learn.

In the fourth class, the topic of the class was *Our Hobbies* and the objective of the class was *to introduce new vocabulary related to hobbies*. Firstly, she displayed some slides which showed some kids doing a specific activity e.g. watching TV, etc. The teacher said: "look at the pictures and tell me your hobby" and then students stayed alert to identify the activity they really like to do and they participated. When a student did not participate, the teacher asked about his/her favorite activity and caught the children's attention. Some minutes later the students were engaged with the activity, the teacher invited students to make complete sentences expressing their likes; she displayed the pictures every time that a child talked about his/her hobby. The material was totally pertinent because it was related to the topic and objective of the class as explained above.

It can be said that the power point presentations used in this class was appropriate because it was designed according to the age of the students and prompt activities (hobbies) which students were able to mention because they improved their level of knowledge and could easily get involved in the different activities planned by the teacher. Furthermore, the use of this material was a great supporting resource because there was plenty participation of students and they enjoyed the class.

Undoubtedly, the use of the power point to teach hobbies , plus the teacher's motivation was really a great supporting tool as Lowes and Target (1998) think about intrinsic motivation related to the personal enjoyment of learning affected, for

example, by a positive learning experience produced by their teachers and friendly atmosphere to teach a language.

In relation to Power Point slides quality, it was excellent. All slides were colorful, the size of letters was appropriate and the actions were ordered, attractive, interesting and based on real world, which helped students to establish a direct relation between their lives and school.

In the eighth class, power point presentations were used to teach *Past Tense with Yes/No Questions* grammar structures using other verbs and the class' objective was aimed to *learn and practice past tense question*.

To start the class, the teacher explained the use of the auxiliary *did* in questions with other verbs, immediately she displayed some answers in past tense, e.g. Yes, I studied English. / No, I didn't study English.

The teacher wrote on the slide the question to the first answer and explained the grammar structure for this kind of sentences using a new slide which had a pair of kids making questions, also an interrogative sentence using big letters and its parts: AUXILIAR, SUBJECT, VERB AND COMPLEMENT, all this with different colours. After that, the teacher promoted students participation to complete the first slide which contained only answers; students understood what they have to do and helped the teacher to do the activity asked. To fix the learning, teacher displayed a new slide with two answers and formed five groups and asked children to write questions to those answers, finally she completed the questions on the slide to check the task and corrected a few mistakes.

Based on my observation of students' accomplishment during and after the class and the above mentioned information I could say that the material was pertinent to both the topic and the objective of the class.

The power point presentations used by the teacher saved class time and motivated students to understand grammar structures, to put them in practice and to participate in the learning process with enthusiasm and interest. I consider that the material was appropriate since it was designed according to the students' age and level.

The quality of the power point presentations was excellent and varied. The combination of colors, images, words and a great design to focus on learning and enjoying made the material look of a high quality.

Referring to the ninth class the topic was *Vacation Time* and the class' objective was *to introduce future with going to*. To do this, the teacher displayed a slide where there was a child dreaming on a sunny day on the beach, below the drawing the action: GOING TO THE BEACH was written; four slides more with different actions to do were displayed and the teacher said: I am going to the beach, and you?

At this moment a student said: I am going to eat my apple; it provoked that more students join to the task. After some minutes of students' participation, the teacher used the second slide and said: What is he going to do? But she remarked that the subject was other person different to themselves: *he*; the students understood the explanation and took turns to participate. The teacher continued displaying slides 3, 4 and 5 to reinforce knowledge obtaining a total participation. All this shows that application of this material to teach this class was pertinent.

Children were involved in the classroom activities and completed satisfactorily all the activities. I believe this material was appropriate to the students' level and age because they understood the topic, the examples and the explanation provided; they could also develop the activities with easiness, thanks to the help of this material.

It is necessary to highlight the excellent quality of the power point slides which were very good designed to help the teacher to reach the set goals and at the same time to keep students' attention throughout the class.

The tenth class, and the last one observed in this grade, was about *the use of there is/there are* and the main objective was *to introduce and practice there is/ there are*. To teach this topic, the teacher prepared a set of slides where children could notice and establish the difference between plural and singular structures. They watched slides with only one element, and the second slide was about two or more colorful elements, on the top part of each slide there was a sentence e.g. *there is an apple*, etc. Children read aloud and recognized how different the use of *there is* and *there are* is.

The teacher displayed a set of new interesting pictures, but this time she didn't write a full sentence above the pictures, she asked students to complete them using the learnt knowledge. Students successfully did the task. It shows that this material was, again, pertinently used since the pictures and examples that they contained were related to grammatical structures which were taught.

About appropriateness, I believe that it was designed focusing on children's ages and interest which permit them to actively participate in class. They were all

the time paying attention and their answers were correct. The material also allows the teacher to promote the participation of the whole class in a choral way.

The material's quality was excellent and pictures, drawings were big enough; words and sentences were clear, this enhance students' learning.

### *Handouts*

The use of handouts is really valuable to measure children's knowledge as it happened during the fifth class when the teacher taught the topic about *Vacations*. The teacher provided a text where two children were talking about their vacations; the students had to read silently for around five minutes, then the teacher gave them handouts with some questions about the text. It was a comprehensive reading and students were able *to check past tense and also review vocabulary*. When this activity was performed, the teacher guidance was available to everybody.

The material was pertinent because the objective was achieved and appropriate because it reinforced students' knowledge and facilitated students' participation which proved that the teacher's explanations in last classes were clear and understandable.

The quality of the material was good, because the handouts were well designed, organized and clearly written. The material contained also some pictures related to the activities referred to the text and children were motivated to do the task.

### *Maps*

As Harmer (1991) mentions young children learn best when they interact and can touch and watch, children "pick up learning" not just from explanation, they learn indirectly, they show enthusiasm and action, curiosity too; it is necessary to

mention that in class tenth the use of maps was really motivating for them. Maps were useful for the topic of the class: *Locations*; and the objective was *to introduce vocabulary related to locations and to provide practice about asking and giving directions using: between, next to, opposite to, behind, etc.* To do this the teacher displayed a big and colorful map where pictures and streets names were written. Students showed enthusiasm, curiosity and answered teacher question: *Where is...?*. Everybody wanted to participate and give addresses. It demonstrated that this material was pertinent and appropriate because children could act in class and everybody was really involved in class and their attention was total to learn, to understand and give directions.

The material was excellent, places were big enough and colorful, streets' names and places' names were clear.

#### *Word cards*

This kind of material was used in the first class observed to reinforce the power point presentation based on the topic *the past tense of regular verbs*. Word cards were displayed on the board with present and past forms of verbs written on them. The teacher wanted to assure students learning of verbs forms in both tenses; she asked children to read aloud, then she checked pronunciation, the teacher also scrambled the cards and said: *Go to the board and stick the past verbs in front of its present form.*

This supplementary material was pertinent because it reinforced 'the learning of the Past Tense of Regular verbs, children understood the instructions and they collaborated to do the task quickly. The material demonstrated to be appropriate to the age and level of students.

In the third class, the objective was *to allow students' comprehension of a new text and reinforce past tense in a real context*, and the class' topic was: *A little ghost*, where word cards were a useful tool and very effective.

The teacher stuck word cards of different shapes: triangles, squares, circles, stars, etc. on the board; the same cards shape contained a new word in English and in Spanish, if a triangular card contained the word GHOST, a triangular card contained its meaning in Spanish FANTASMA. The teacher used about twenty new words and students worked immediately, they went to the board and stuck the new English words in front of the Spanish ones. Then the teacher read aloud each word and said: repeat please, it was an interesting way to check pronunciation and understanding, moreover this material promoted a total physical response which is appreciated by Phillips (1997, p. 7) who describes children as: "great mimics and often unselfconscious" because they are just ready to enjoy learning with the activities provided by their teacher, he also remarks on the importance of an enjoyable and stimulating experience based on a motivational class. This material was an example of pertinence and appropriateness, because of the children interaction and interest.

The material's quality was great: it was colorful, creative, well planed and designed according to children's age and level.

In relation to the sixth class, the teacher wanted to reinforce the correct way of reading a date and when important facts are celebrated, so the teacher stuck on the board some word cards with the months' names to remember and use them in the class topic: *When's your birthday?*, where the objective was *to reinforce and practice giving and asking for information about a date o celebration*. The teacher

said: repeat after me and the students performed the action. This task was complemented with the use of the board.

The students were paying attention all the time to the interesting and colorful word cards which could help to visualize and keep on mind vocabulary on basis to colours.

The material was planned and the cards' size was adequate to be seen by all students.

In the seventh class, word cards helped to check *Wh-words such as: when, how, why, etc. and to reinforce question grammar structures: Yes/No questions and Wh-questions*. First of all the teacher introduced the Wh-words to her students using word cards, after that she asked students repeat each word and she explained the use of them in Wh-questions. Finally she wrote on the board some non-complete sentences and said: come to the board please and stick one of these words in each sentence. Students performed the activity using the word cards provided by teacher and they were mostly successful; if a student was wrong, the teacher monitored her/him and explained again.

I believe that this material contributed to create a fixed knowledge and it is a good way to promote action in class, to reinforce students' confidence. Word cards are effective and motivate children's participation.

The material was good, because of the colour, design and letters were correct, also it motivated the students' interest and curiosity.

#### *White board*

Haycraft (1997) says that the board is the focal point for the students it should be used correctly, avoiding the confusion and keeping all the most important fact

taught and this kind of material was widely used mainly to support explanations and to complement other different supplementary materials during English classes. I think this material becomes more important when it is used to teach children because it promotes interest and should be able to catch student's attention.

In the second class the white board was used to reinforce past actions children did in their holiday, the class topic was: *Past tense of regular verbs* because teacher considered to *feedback the first class* due to the importance of fixing the knowledge, first teacher wrote some sentences and asked children to complete them with the past of the verbs provided in parentheses, then teacher checked the activity on the board but using different colors of board markers. Finally she clarified some grammar ideas to her students.

The use of the whiteboard was pertinent since the objectives for the class were achieved.

Students participated very actively and enthusiastic, they showed interest and curiosity for the topic and the way it was presented.

The quality of the material was good. The markers used were clear and of different and bright colours, the board was used adequately and the teacher's calligraphy was also clear, it was big enough, it was able to be seen by all students in the classroom.

In the third class, white board became very helpful, because the teacher wrote on it some grammar structures used along the text, after reading it. It is necessary to establish the importance of this material to the children, who were paying attention to some structures and remembering the last classes about past tense. The teacher

pointed out the differences among affirmative and negative sentences, the use of *Did* in contrast to the use of the past form of regular verbs in present tense.

Thanks to the board, children gained confidence and clarified some doubts, it was clear that pertinence was present in the use of board.

In reference to the appropriateness and on basis to the observation, this supplementary material was excellent and promotes the children's action and feedback.

The board was used of a correct way, with different colors of markers and with a clear handwriting and orthography, organizing the limited space of the board.

In the sixth class the topic was: *When's your birthday?* And the main objective was *to check previous knowledge related to months of the year, dates, etc.*; the teacher wrote the question: *when is your birthday?* And she motivated to students to answer the question, she also wrote an example on the board and copied the students' answers, who used the word cards provided with the months of the years and performed the activity quickly. I think that the board is successfully used as a complement of other materials as well as the centre of attention for teaching grammar.

Like the use of the board gained students' participation with originality and motivated the children's curiosity, I think it was appropriated to the students' age and level.

The use of the board was very good because the teacher used markers of different colors and the order of the ideas displayed on the board were correct which clearly induced on students' comprehension.

The white board was used again in the seventh class to complement other supplementary materials with the objective of check and reinforce *Wh-questions*. To do this, the teacher wrote on the board some sentences and asked students to use word cards that contained Wh-words to complete the sentences. It happened to be a great idea to promote children's movement and to activate previous knowledge.

The adequate use of the board generated students' curiosity; they paid attention to the teacher's instructions and performed the action with some teacher's guidance.

The quality of the material was good enough, the teacher as usual used colors, good handwriting and spelling. The teachers also displayed her ideas in an ordered way.

During the development of the ninth class, the white board was used again to complement the teacher's explanations about *Vacation Time and the use of going to*. The teacher wrote some sentences extracted from the story which contained Going To and explained how it is used in a sentence. Then she dictated some sentences to the students and checked their answers on the board.

Due to the students' participation, the appropriateness was present in this class, children's interest and development of the activity showed that they really understood the class.

The quality of the use of the board was good, the teacher always was worried about colours, ordering and her calligraphy and orthography were excellent.

### *Songs*

"Music is a tie that binds all cultures and languages, making learning English fun" states Cross (1992, p.153), additionally he says that songs and rhymes are

specially used as supplementary materials; also children enjoy showing off their songs and rhymes to their families and friends. In addition, Cross suggests some techniques to use songs or rhymes: *the ostensive way*, where teachers use gestures or mimes to show the story, and this is the technique used during the four classes observed.

During the second, sixth and seventh classes, the teacher warmed up students' attention with three different songs: in the second class she used *Head, Shoulder, Knees, and Toes* which caused children's enjoyment and movement, because they stood up and danced using mimes to express the song. In the sixth class the topic of the song was *Five Little Monkeys* and as usual students sang very happy and used gestures and movement. Finally in the seventh class the students and the teacher sang *If you are Happy and You Know It*, it was impossible do not to notice how the song influenced on children's behavior and enthusiasm; it is also necessary to explain that songs were used with the objective to motivate children's participation, awaking their minds but the songs didn't have relation to the class topics, but they were planned to get a total physical response on children. They were appropriated to students' age and level.

The quality of the songs' audio was excellent and children's pronunciation was correct and their gestures were according to the lyrics, I noticed that students really understand what the song means.

#### *Dialogues*

Gerngross and Puchta (1996) point out the importance of audio materials to support grammar learning, listening comprehension, teaching vocabulary and, obviously, having fun.

In the fifth class, the teacher decided to introduce the topic *My Vacations* reading a short dialogue among two children and measuring the children's knowledge about vocabulary and Past tense grammar structures; the teacher used an excellent audio material which contained an interesting dialogue related to the topic the teacher wanted to introduce. First the teacher said to her students they have to be silent and listen the Cd, then the teacher played the Cd audio once; the teacher noticed that it was not enough and she played the Cd twice more times, but the teacher decided to complement the listening comprehension by reading herself. Her tone was adequate, her gestures were very interesting and funny, and sometimes students smiled hearing how their teacher changed her voice to imitate to two children.

Students' attention was gained and they understood mostly the dialogue and to complement their idea, the teacher used more supplementary materials described above, but the dialogue was pertinent and appropriated to students' age and level of knowledge.

The quality of this material is measured on basis to the audio material which was excellent: clear and suggestive which activated children's imagination and the reinforcement of the teacher's voice, tone, gestures and impact on the students' reactions. It was a successful material used in a great way.

### *Stories*

Continuing with the motivation that provokes a great audio material, the teacher prepared a story to check *Future with Going To* and the topic was *Vacation Time*, it was in the 9<sup>th</sup> class observed in this school year. The teacher used other

supplementary materials such as power point presentations to support her story and to provide a real knowledge of the topic.

The teacher started the class reading aloud the wishes of a boy who was imagining his vacations. Firstly she read aloud twice, slowly and using different tones to show desire, admiration, different emotions and to get the students' interest.

All her effort was rewarded, because mostly of the story was understood, and the rest of it was analyzed using other materials.

Regarding students' attention and curiosity, I say that the class was appropriated to children's age, level and expectancies.

#### *Interactive activities*

In the sixth class, the teacher displayed a great work to accomplish the objective *to check how to give and ask for information* related to a date or important fact or celebration.

To review students' comprehension, the teacher prepared an interactive activity using the English lab. There the students sat in pairs in front of a computer and completed an activity provided: there were ten questions using *When is...?*, students were careful to do this task and complete it using vocabulary recently learnt such as: *months of the year*. The students also had to use possessive adjectives: *her, his, my, your, their, our*; and also they used prepositions: *in, on, at*. If their answers were wrong, an interesting voice used to say: "sorry you are wrong, try again". Then students checked very quickly and fixed their answers, sometimes they asked to teacher's help, just to solve some little doubts; at the end everybody did the task.

The activity was pertinent and also the material; children felt self-confident doing the task and enjoyed listening: you are right, go ahead!!, so this material was

appropriated to the students age and level, and this interactive activity was of an excellent quality because it had an awesome sound effects, colour and funny images.

### *Learning styles*

After analyzing all the supplementary materials applied by the teacher during the ten classes observed in this 4<sup>th</sup> grade, I think that the teacher was really a responsible planner who considers what Lowes (1998) stated about children's different ways of learning. He also highlights the importance of using group work, play and movement. The teacher used visual materials to help their sensory preference; they are mostly visual learners who enjoy looking at pictures such as the power point presentations full of colors. There were also auditory learners who like listening to songs, but almost everybody were kinesthetic learners who loved movement and physical activity.

To complete these ideas, Felder and Silverman (1988) state that according to the different styles found in a class, teachers will apply the teaching styles. Due to children love to do things, the teacher focused on activities that students can perform, she used also audio materials and audiovisual ones. She gained students' confidence; she got their attention and motivated their curiosity.

As young learners love pictures and colors the teacher designed colorful material and also she used different markers to explain on the board; it was great to be witness of those classes where the supplementary materials and the teacher's attitude could get into the children's minds and to build an enjoyable atmosphere of learning.

5<sup>th</sup> year/9 years

### *Power Point Presentations*

It is easy to notice the influence that visual materials have on children, and power point is a clear example of it. In the first class, power point presentations were used with the topic of *Complaining and Advising* and the class objective was *to introduce new vocabulary related to health problems and advices about how to treat them using Should/shouldn't* . First of all, the teacher displayed some photos where students could see children with some symptoms and under the photos the names of the health problem: *I've got headache*, etc.

The teacher passed the six slides too fast speaking low, and then students lost their concentration because they didn't know the new words provided under the photos, students started to talk each other and the teacher had to speak in Spanish, trying to explain and put order in her class.

After some minutes, the teacher said: "How do you say in English: me duele la cabeza?", students' response to the teacher's question was not the best. Only few children had right answers, the rest of students seemed to lose concentration and interest, they looked confused.

I think that the use of this material was not appropriated used with these students, their age and level of knowledge needed more explanation and teacher's motivation. This influenced in a minimal knowledge, where children didn't participate in class and most of them were talking to each other and others were confused and asked for teacher's clarification. The rest of the class time was spent in helping some learners and speaking in Spanish.

Referring to pertinence, the material was related to the topic and the power point presentations agreed to the class goal; unfortunately, the quality of the material was not exploited even though it was colorful and real but the letters were too small and the slides passed too fast interfering in the children's learning.

In the second class the topic was *You should...* and the class objective was *to introduce Should/shouldn't to give advices and to promote the practice* of this grammar structure.

First, the teacher introduced the topic using slides with affirmative and negative advices using should/shouldn't and some examples provided about the topic. She read and explain the sentences but in Spanish, students understood clearly when and how to use these expressions.

Continuing with the idea of analyzing appropriateness, it was according the children's age and level but the material should be prepared of a better way to be more effective.

In relation to the material used, the slides didn't have any pictures and grammar structures had only one colour: black. They weren't attractive, but they provided the needed knowledge maybe due to the teacher's explanation in Spanish; as a result the quality was poor.

With attention to the eighth class, its topic was *Somebody is Singing my Song*, and the class' objective was *to review indefinite pronouns such as: everybody, somebody, etc.*

At this point, the students had previous knowledge about indefinite pronouns; additionally to this, the teacher used three different kinds of supplementary materials but focusing on power point presentations the teacher used some presentations which

contained the name of some indefinite pronouns and an example provided below them; after that she presented other slides with non-complete sentence, then teacher motivated to children to participate in an aural form to fill in the blanks provided in each sentence using some options related to the studied pronouns . Students refreshed their memory and read the examples, as well as they completed the task successfully.

The use of power point presentations was pertinent and it provoked the children participation even some of them were distracted but mostly were engaged their attention. After all, appropriateness was produced.

In reference to the presentations' quality it was regular, because they weren't colorful and there were no pictures at all.

#### *Handouts*

To reinforce the first class about *Complaining and advising* also to get its objective *to introduce new vocabulary and to promote the practice of Should/shouldn't*, the teacher used handouts. After using power point presentations, the teacher delivered handouts with some health problems printed on them, in order for student to practice by writing some advices using Should/shouldn't grammar structures.

Unfortunately, due to the poor use of power point presentations and the lack of motivation by the teacher and material on children's attitude, the task printed on handouts was not performed as well as teacher wanted: children were talking each other and they were noisy, additionally children were continually asking for teacher's help to do the activity provided on handouts; as a result this material was not appropriated to children's level, but it was pertinent and related to the topic.

Referring to handouts' quality, it was observed that this material wasn't clear enough, there weren't pictures or colours, though the grammar structures proposed were corrects and finally only few students performed the task.

Continuing with the analysis of supplementary materials, in the third class the topic was *I would like to...* and the objective was *to review how to express likes and dislikes*. To do this, teacher gave students some handouts with two printed tasks: in task one; children had to answer questions about what they would like to do or eat, etc. In the second task students read some answers related to likes and dislikes and they had to write the corresponding questions. Children took too much time to do the tasks because there were some new words, they were asking for the teacher's help all time, but at the end everybody finished the activities. In addition it was the only one supplementary material used in this class.

To complete this analysis, I believe that the handouts used in this class were not appropriate due to there were new words which were not introduced in a correct form, it provoked that children were confused; even though they performed the activity with teacher's help.

The quality of the material was not good neither attractive, thus students got bored. This evidences that the teacher was no aware of what Harmer (1991) highlights regarding the fact that children could become bored after ten minutes if the teacher does not provide them an interesting lesson or if he or she does not encourage their students to use a great variety of flexible sources, which could be changed if their students get tired. Harmer (1991) also supports the idea of a classroom for young children to be colorful and with different activities.

In the ninth class, the topic was *I will be there...* and the objective was to *introduce the simple future tense*. To perform this activity, the teacher introduced the topic using other supplementary material such as the white board and reaffirmed her explanation with handouts and these were full of sentences and blanks to be filled using the simple future tense. This kind of material was related to the topic and the objective of the class but it was not appropriated to students level because it contained too much information with lots of new words and it caused confusion among the children who demanded a lot of help from the teacher, they were a lot of questions, this situation created a noisy atmosphere not appropriate for learning.

In relation to the quality of these handouts, they were designed using small letters size and they were really bored because of the lack of colours and pictures. Also the quantity of task was too much for the class time, additionally there were unknown words which make students comprehension difficult.

#### *Word Cards*

Cross (1992) remarks the importance and simplicity of using word cards in teaching English, he considers that they can be stored in an easy way and they should be clear enough and be seen by everybody; because the idea is to provide a lot of information with just a glance.

The above mentioned information was proved in the fifth class, in which the teacher used word cards to form grammar structures in order to teach the Passive Voice. The topic of the class was *A Marvelous Island*, and it was aimed at *introducing passive voice in affirmative and negative sentences*. The teacher wrote the topic on the board and quickly explained the grammar structure by using word cards to show the difference among verbs in present tense and verbs in past

participle. Blue cards were used to represent the verbs in present and yellow cards to show the verbs in past participle; next the teacher stuck these cards on the board and demonstrated how the regular and irregular verbs change in present and past participle. Students were interested and paying attention and they repeated aloud those verbs, then the teacher said to children that they should copy the verbs on their notebooks. The material was pertinent and appropriate but it was not exploited because the class was interrupted by a student's mother.

The material was used adequately and students' attention was caught, they were motivated and participated in an active way, which proved that the appropriateness took place, although the class time was not fully exploited

In reference to the quality of the material it was good, the teacher used colourful cards with different shapes: squares and circles; also the words were clear enough and the way how the teacher placed the cards permitted that everybody could easily watch them.

#### *White Board*

The use of this material was used as a complement and reinforcing teacher's explanations during the fourth, sixth, ninth and tenth classes. In all of those classes teacher was using the board to explain grammar, but in the fourth, sixth and tenth it was the only one *supplementary* material used which provoked that students sometimes get bored.

The use of this material was correct and she used different colours of markers to highlight different topics, for example in the fourth class the topic was *the feedback of likes and dislikes* which objective was *to practice expressing students*

*own ideas*. At this point the teacher wrote on the board some grammar examples and asked for students' suggestions about: what would you like to do on Friday? Etc.

In the sixth class the topic A Marvelous Island referred to passive voice was reinforced, the teacher wrote in an ordered way and using different colours of markers affirmative and negative grammar structures. This explanation produced a clarification to the last class.

Referring to the ninth class, the teacher used the board as a useful tool to write about the Simple Future grammar structures: affirmative and negative. The teacher said: go to the board and complete the sentence or fill in the blanks. Those activities promoted total physical response in students and even there were no other different supplementary materials knowledge was really reaffirmed because of the students' participation.

Finally, in the tenth class the teacher used the white board *to introduce The First Conditional and to teach grammar*; this way the teacher focused on promotes an initial idea about this grammar point. I think that an ordered white board could be helpful if it is used in an adequate form and using colours to gain students' attention.

I certainly believe that the use that the teacher gave to the board was appropriated to students' age and level, although the lack of other materials to complement the teacher's explanation provoked boredom sometimes, and in other occasions children worked actively; I'm pretty sure it depends on how the teacher exploits the board and other materials.

About the board's quality, it was good because the sentences were written on an ordered form, the use of colours was interesting and the teacher's calligraphy and orthography were clear and big enough to be seen by all the students.

## *Songs*

When a song is planned to teach or introduce a class, it will be motivating and as Cross (1991) states that there are some techniques to use songs, it is necessary to pay attention and to some of those: *the ostensive way*, where teachers use gestures or mimes to show the story; *the translation way*, which means that the used materials will be translated to students' mother tongue; *cloze tests* where the key words are deleted and lastly the use of *true/false statements* in more difficult texts. Adding more information to this topic, Gerngross and Puchta (1996) they suggest being careful with the age and English level of class, and determining what it is that teachers want to teach; in the same way it is recommended to use repetitive songs in young learners' classes to help to students to remember them and sing provoking a physical response because they really understand what they are singing.

In the seventh class teacher introduced the topic related to *indefinite pronouns* and she used a nice song called: *Somebody, nobody...*, this song was totally referred to the class' topic, but contrasting to Cross (1991) suggestions, the teacher just played the song and students tried to follow it, it was really frustrating to students who were unable to pronounce as well as sing. They just read some known words and the teacher played the CD for about 3 times and then she was interrupted again, so the class time was uselessly spent.

Although the song was not planned, it was great, its tone and script were clear and related to the topic and objective; unfortunately the lack of a correct use wasted this opportunity of using a good song in an adequate moment.

It is clear that appropriateness was not produced, due to the children did not participated and got confused and anxious because they were unable to sing and to learn.

### *Learning styles*

In this grade not all the different learning styles were addressed. The teacher mostly used visual materials which were not always appropriated to students' level.

When the teacher used a song, it was interrupted; consequently students were not involved in the topic.

It is necessary to mention that no material was used to meet the needs of physical kinesthetic learners, who became bored and interrupted the teacher's explanation talking and disturbing other students.

From the ten classes observed only the visual spatial learners' needs were addressed. The board was widely used to explain grammar; as a result the rest of the students made a lot of noise and the teacher couldn't work in an efficient way. As Cross (1992) states that without supplementary material, the understanding is almost impossible, children need this material, they want to see, listen and touch in order to learn; these materials are becoming essential to promote an interactive learning, more effective and trustworthy, where the variety makes the difference.

### *6<sup>th</sup> grade/10 years*

#### *Power Point Presentations*

This kind of supplementary material was used only once in the sixth class with the topic *My Body*, the teacher used some colorful presentations with the body organs with the objective *to review their names and to notice the function they do in our body*.

To begin with the class, the teacher displayed some slides where students could see the important organs; below each picture the students could read the name and their function. After that, the teacher displayed again the five slides and explained their meaning but in Spanish. She used other supplementary materials to reinforce the explanations of this topic. The material was pertinent to the topic and objective and gave to students a real idea about our body organs.

In relation to the students' participation, the teacher captured their interest and children were attending to her explanations, which proved this material was appropriated; also the use of power points generated the students' participation.

The material was excellent, well designed, because of the pictures and colours; also the size of the font was appropriate and easily to read by all the learners.

### *Pictures*

In the first class the topic was *Descriptions*, and the objective was *to review some adjectives in order to describe people*. In this class the teacher used visual supplementary material. Gerngross and Puchta (1996) say that visual materials is really varied such as: photographs, drawings, cartoons, pictures and their use is really great in writing, vocabulary, grammar, sharing information and so on.

Thus, based on this argument, the teacher used pictures to review vocabulary and to use it to describe and give information about people. To do this she used ten A4 cardboards which contained pictures, for example in the first picture there was a tall man and below the graphic the children could read: Tall, and so on. After that, the teacher showed other pictures related to adjectives and she told some examples using the students' characteristics: "John is intelligent, Ann is athletic," etc. Finally

the teacher asked to some students to make questions such as: Is he/she tall? It provoked that his/her partners answer very quickly.

I think that this material was really pertinent and promoted the students participation, they were enjoying the activity, at the same time they were learning too, demonstrating that pictures were appropriated to children's level and age.

Referring to the quality of the pictures, it was good enough because the pictures where colourful, interesting, creative, big enough and well planned.

In the seventh class, pictures were in action again, but this time the topic was: *Symptoms of Health Problems and Medicine* and its objective was *to review learnt vocabulary and grammar structures related to how to talk about symptoms and what to do when a person is sick.*

To accomplish this, the teacher prepared some small pictures and formed six groups of students to work together, she gave to each group five pictures related to health problems and five pictures about the medicine or actions they could do if they have some symptom, also the teacher gave to children a piece of card where they have to stick the pictures. Immediately, teacher said: "on the right side of the piece of card please stick the pictures that show health problems and on the left side stick the possible medicine or action to do when you have a symptom". After do this, the teacher asked to the children to write a sentence below the pair of pictures, in order to reinforce the activity mentioned above, the students successfully did the activity, they wrote for example: I've a headache, I should take an aspirin, and so on... Of this way students proved that the material helped them to perform the task and stimulated to exchange better ideas to summarize the pictures provided, students were also able to use modals like *should*.

It is clear that students worked and enjoyed the activity at the same time they put in practice their knowledge; so the supplementary material was appropriated to the children's level and age and especially it was pertinent.

In relation to the quality of the pictures, they were excellent and colourful. Furthermore, the material was used in a creative way and it promotes the students' interaction and enhanced learning.

#### *Handouts*

As complementary material handouts were used in the ninth class which has the topic: *You are funny, aren't you?* Its objective was *to introduce Tag Questions structures.*

After the teacher used the board to explain grammar, she gave a handout to each student and asked for completing some sentences using Tag questions, but at this point the students were confused due to some words were unknown and the teacher's explanation was not enough to do the task. Grammar explanation about Tag question is not easy because of the different times and forms to be analyzed before using a tag question. I think the teacher wanted to reinforce the knowledge but unfortunately she couldn't get the objective. Poor planning and organization of handouts contributed to the students felt confused and asked for teacher's help and monitor.

This kind of material was not appropriate for students' level, because it had some new words and also the teacher's explanation was not clear enough for some students in class. In relation to pertinence, I think handouts were pertinent due to they kept relation to the topic.

About the handouts' quality was not good enough, they had only one colour with no pictures and there were too much sentences to complete where the students got confused, additionally this material was not attractive.

#### *White board*

In a general way, the white board was used to teach grammar. In the first class, the teacher wrote on it some adjectives and sentences describing students, she used it also to check students' answers. In this grade, the use of white board was good in all classes; teacher used different colours of markers and was carefully in ordering the information avoiding students' confusion

In conclusion the quality of the material would be almost perfect if the other supplementary materials to reinforce the explanations written on the board, were well planned and designed.

When the white board is correctly used, it becomes a helpful tool to promote students participation and also it is the support to grammar explanations.

During this first class, the board was adequately used and students paid attention and acted, they described to their classmates and the teacher wrote their opinions on it. Appropriateness was noticed in this class where students participated, demonstrating that the use of the board was perfectly used for the students' age and level.

In reference to the second class, the topic was *Let's go to the cinema* where the objective was *to introduce new vocabulary and describing kind of movies*. There the teacher used the board to write new vocabulary related to the cinema, things that children can buy and possible situations.

Students were participating on basis to a text in their book, the teacher was writing unknown words while everybody were reading and she also checked their pronunciation. At the end, the teacher made an activity on the board: on its center she wrote all the unknown words and in front of them she wrote their translation to the Spanish. Then the teacher motivated to students to go to the board and match them using different colours. Students were very excited and willing to participate; they were active and enjoyed this class.

The topic in the fourth class was *I used to...* and the objective of the class was *to teach Used to/didn't use to*, to describe activities that a person did or did not in the past.

The teacher used the board to explain the grammar structure, she wrote lots of examples containing *used to* and asked for students' ideas to complement her explanation; the teacher was careful when writing on the board because she kept an order and also used different colours to highlight important facts.

To finish the class, the teacher asked to students that work in pairs and write in a piece of paper two activities they used to do when they were children and two activities they didn't use to do. Then she requested their answers and wrote those ideas on the board too.

Appropriateness was very clear in this class because of the students' success demonstrated and their active participation.

Referring to pertinence the use of the board was adequate to the objective set at the beginning of the class.

In the sixth class the use of the board was to complement the power point presentations about the topic *My Body* where the objective was *to review the body organs' names and to know their functions*.

The teacher used the board to play a guessing game, she wrote on it some sentences about the functions of the organs but she didn't write the name of the organ which perform the action; so she motivated to students to complete on the board using different colors of markers. Students were very participative and they went to the board to complete the task in a short time.

Like this material and teacher's creativity promoted the interaction and movement I think the use of the board was appropriated and pertinent again.

In the seventh class the board was a very important complement of the topic *Health Problems*, here teacher provided of new vocabulary to students and they made notes, she also review pronunciation of the words. The white board was also used to state word order in some grammar structures and how to express a symptom.

Some students were quiet, but physical kinesthetic learners were a little bored waiting to have action which was provided with the other supplementary material prepared to do this. In this class teacher planned carefully to attend to the different kind of learners, and because the use of the board was necessary and strictly related to the topic it was pertinent. It was also appropriated when gained students' attention, giving them tools to move on the next step of learning.

In the eighth class, students were attending to the class topic: *Jobs* where the objective was *to review vocabulary related to occupations, places of work and activities that people have to do in a determiner job*.

In this class, first the teacher wrote five occupations on the board and in front of them she wrote places of work, she motivated to students to help her to match the occupations to the correct place of work. This activity was easily completed. Then she introduced the grammar structure Have to/don't have to, she explained the use of this auxiliary in its forms: affirmative and negative. The teacher wrote some own examples and also she motivated to complete some ideas, she said: a teacher has to..., students tried to complete the task but it was necessary more vocabulary to perform the task in a better way.

The use of this material was pertinent to the class' topic and it was appropriated because the children participated and were motivated to perform the activities although they had a lack of vocabulary which had to be introduced at the begging of the class.

The ninth class was based on the grammar structure related to: *Tag questions*. Here the board was very important to explain the different tag questions. The teacher was paying attention to the details about grammar, but the time was not enough to accomplish the objective of the class and it is noticeable that this class must be checked again due to the various grammar structures to be analyzed; but teacher wanted to reinforce the board explanation with handouts, even though students were really tired and only a few ones were engaged in the class.

Although the teacher explanation and the use of board were correct, the students were not motivated because the class was only focused on grammar; thus, students were talking each other and doing other activities. It is necessary to remember that children attention is varied and it depends on how interesting is an activity or if they can be part of it.

### *Songs*

Sound and movement stimulate the children's brain and help children to concentrate in performing an activity and learning according to Cross (1992) additionally he says that songs and rhymes are specially used as supplementary materials; also children enjoy showing off their songs and rhymes to their families. But the songs used in two classes were not appropriated due to the quantity of new vocabulary which was not introduced before play the CD.

In the first class, the teacher used the song entitled *You are, I am*; the lyrics was perfect to check *descriptions* but it would be better useful if used at the end of the class when the students have a better idea about how to describe. The teacher didn't take advantage of the benefits of a well planned audio lesson. For these reasons the song was not appropriate.

It is very important to highlight the quality of the audio which was poor due to the speakers were not working as well as they should, this trouble caused that teacher spends lot of time trying to improve the quality of the sound.

In the tenth class the children had the script of an interesting song, but they were not motivated and the teacher was in a hurry, she only played the song twice and moved on. The teacher didn't take advantage of the song which was very pertinent to review the last class about Tag questions, the teacher just want to continue with the book's activities and she didn't realized that the song was perfect to feedback the last class. For these reasons, the song was pertinent but it was not appropriated used and it didn't provoked students' attention or participation.

### *Dialogues*

Another type of audio materials are the dialogues but the teacher must be careful and to check the audio and vocabulary in advance. Because it is probably that the dialogues are really pertinent to the class topic and objective but they couldn't be appropriated to students' level and age if they are not properly introduced.

In the third class, the teacher presented a dialogue which had the problems focused above, and she wanted to reinforce the second class about *Let's go to the cinema*, but unfortunately it was not interesting and the audio was really low; consequently the students lost their interest and got bored. The audio material was pertinent and it was about a conversation among a boy and a girl talking about the last film they watched. Children had to fill some missed words on their books, but they didn't hear nor understand and teacher had to help them in Spanish and then translate to English.

Something similar happened in the eighth class where the song *What do they do?...* was pertinent but it wasn't appropriated to the students' age and level because the audio was loud, the vocabulary was unknown except some words previously introduced and the teacher didn't motivate to sing the song. As a result some children were really bored and tired after the break but they changed their attitudes when teacher used a different supplementary material.

I noticed that when children did not understand what they were suppose to do, they lost interest and became tired and bored.

### *Learning styles*

Felder and Silverman (1988) argues that according to the different styles found in a class, teachers must apply the teaching styles which could be concrete or

abstract, active or passive, visual or verbal, and so on depending on students' needs. The teacher will try to cover all their learning needs.

In this point, the teacher focused on visual learners because of the wide use of the board and other visual materials such as: the power point presentations, maps, pictures and handouts. But in this grade, not all learning styles were addressed. There were auditory learners, who like sounds and songs according to the surveys applied and the direct observation and mostly of the children love movement, acting and physical activity; unfortunately for those kinds of learners there were few activities that promote their learning, almost none. For this reason I think the students were talking each other and some of them preferred to do other activities, feeling confused especially with the grammar structures.

I believe that all materials are important if they are exploited to obtain good results on teaching children. The teacher must remember that creativity and attitude are important to motivate his/her young learners, and to plan activities that help a total understanding and participation, showing that each student gets hooked in funny and attractive activities.

## Quantitative Analysis

Among the nineteen different supplementary materials analyzed in the research along the thirty classes observed there were only eleven materials used in the TEFL classes. The materials analyzed were classified into five groups: Visual, Audio, Audiovisual, Realia and Online.

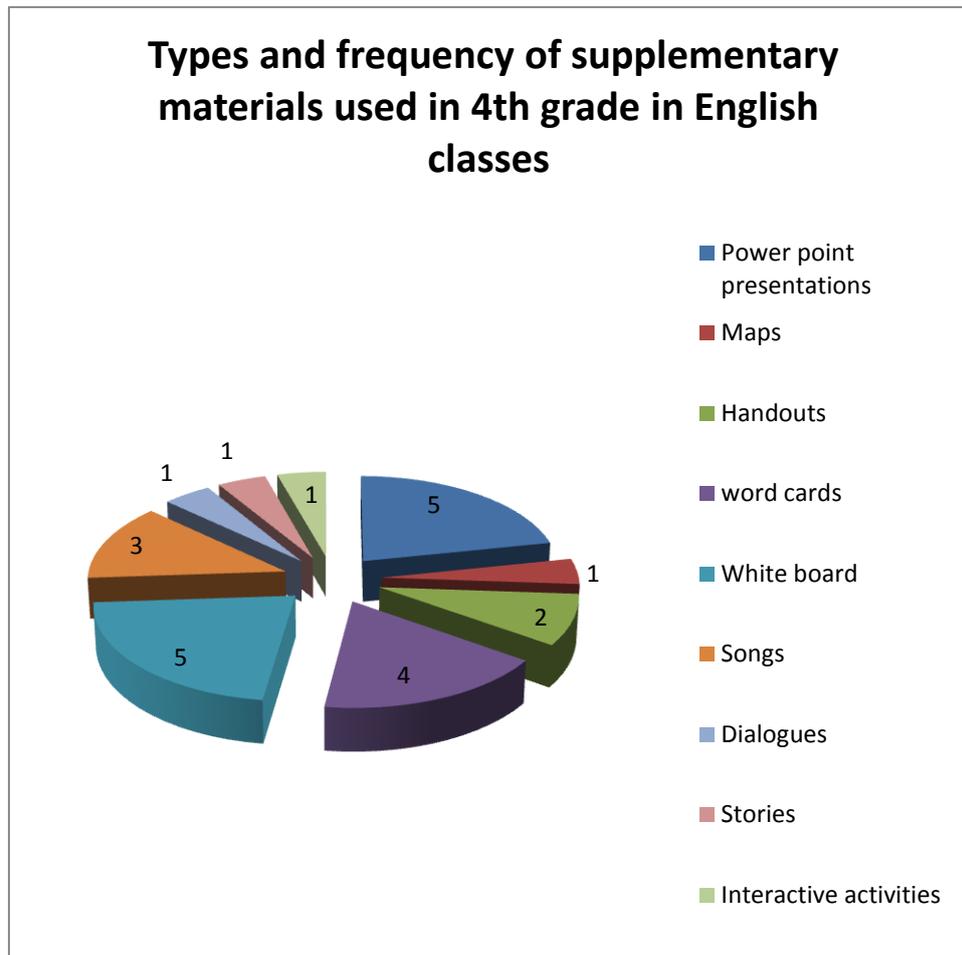
As it is observed in chart 5, the majority of the supplementary materials used in the EFL classes for teaching children belong to the visual and audio type. In reference to visual materials it was found that only power point presentations, maps, pictures, handouts, word cards and the board were used. Form which the supplementary material mostly used was the board. The board was used 16 times, that is 32.65% of the total research, followed by power point presentations and word cards with a percentage of 16.33% and word cards respectively.

The second type of supplementary material mostly used was audio. The use of songs reached only 12.24%, meanwhile dialogues reached 6.12% and stories only 2.04%. But tales were no used for teaching children. This shows that the observed teachers did not consider the chat that tales are fundamentals for enhancing children' motivation to learn.

Finally, it can be observed that little attention was given to audiovisual, realia and online material.

All this information is classified by grades, highlighting the kinds of supplementary materials used in each one, with the idea to gain students' attention and participation, as it is illustrated in graph 1:

Graph 1



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

**Author:** Nadia Elizabeth Revelo Andrade

The graph 1 represents the type and frequency of supplementary materials used in 4<sup>th</sup> grade to teach English. As it can be observed the power point presentations and the white board are the materials more frequently used, five times during the ten classes observed, followed by word cards used four times, songs were practiced three times, students used handouts twice; while dialogues, maps, interactive activities, handouts and stories were used as supplementary material only once.

In my opinion, the higher use of power point presentations responds to the teacher's needs to teach in a colorful and attractive way, the teacher knows that her students answer of a better way to colors and pictures and she firstly hooked their students' attention using the technology available in the classroom also her students are familiar with this technique and it is noticeable the way the teacher combines the different supplementary materials in order to reinforce the new ideas and knowledge.

However, the teacher said in the survey previously applied, that the students "learn better visualizing", and agrees with the use of supplementary materials because they help and motivate students, she also said the children like colorful classes and enjoy learning of this way, she said that supplementary materials are ninety percent important to achieve learning in a TEFL class.

The teacher complemented her ideas telling that usually she uses bingo cards, flash cards, word cards, power point presentations and songs because students love to work in class with them. Teacher added that it is necessary to consider the different learning styles and to adapt them to children to get their interest, but though is not totally applied in the daily classes.

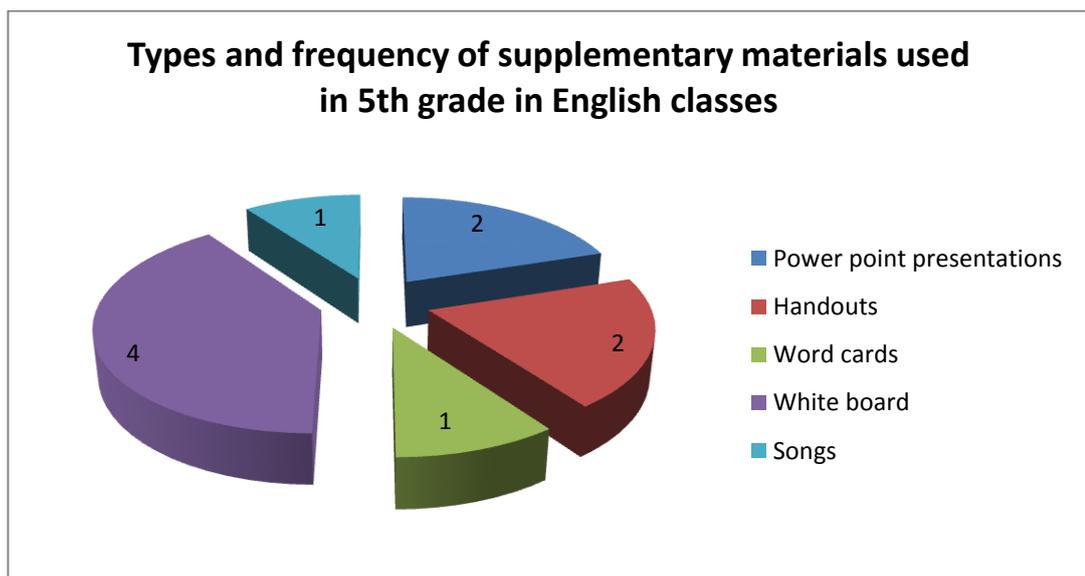
On basis to twenty students' surveys where children could choose more than one favorite supplementary material, the applied surveys say that songs are the favorite supplementary material in 19 children, and then power point presentations were chosen by 18 students as well as realia and videos, 12 students preferred pictures, 11 students picked up word cards, 11 children would like to use posters, 10 students like to work using online activities, 9 would like to use handouts in class, 7 students want to see movies as well as flash cards and hearing dialogues, 6 students argued that they like when their teacher uses the board, 4 students want to hear

stories in class, 3 students would be fond hearing tales and finally only 2 students would like to work with documentaries and maps.

To complete this analysis, all the students said that they like the supplementary material their teacher uses in classes; they think that those materials help them to understand in a better way and to participate in class.

In the fifth grade, the number of supplementary materials used was five and mostly they were Visual materials such as: power point presentation, handouts, word cards and white board; there was only one audio material: songs. The graph 2 below helps to interpret the types and frequency of supplementary materials used in this grade to teach English, as the information previously given in the Graph 2:

Graph 2



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

**Author:** Nadia Elizabeth Revelo Andrade

As we can see, teacher concentrates her efforts in using white board in 4 occasions, students worked twice with power point presentations as well as handouts, while word cards and songs were used only once.

If we compare this information with the teacher's answers in the survey previously applied, she said that students "learn better using audiovisual materials", but the teacher's opinion was not practiced in her classes, leaving to many students unattended in their learning needs, even though she agrees with the use of different supplementary materials because "they motivate students and activate knowledge", teacher also said that supplementary materials are ninety percent crucial to learn English. To complement the teacher's ideas, she also told that usually she uses power point presentations and realia because students can see and touch too. The teacher added that "it is necessary to consider the individual skills for learning" and according to this she can prepare the didactic material; unfortunately I didn't verify her statements during the ten classes observed.

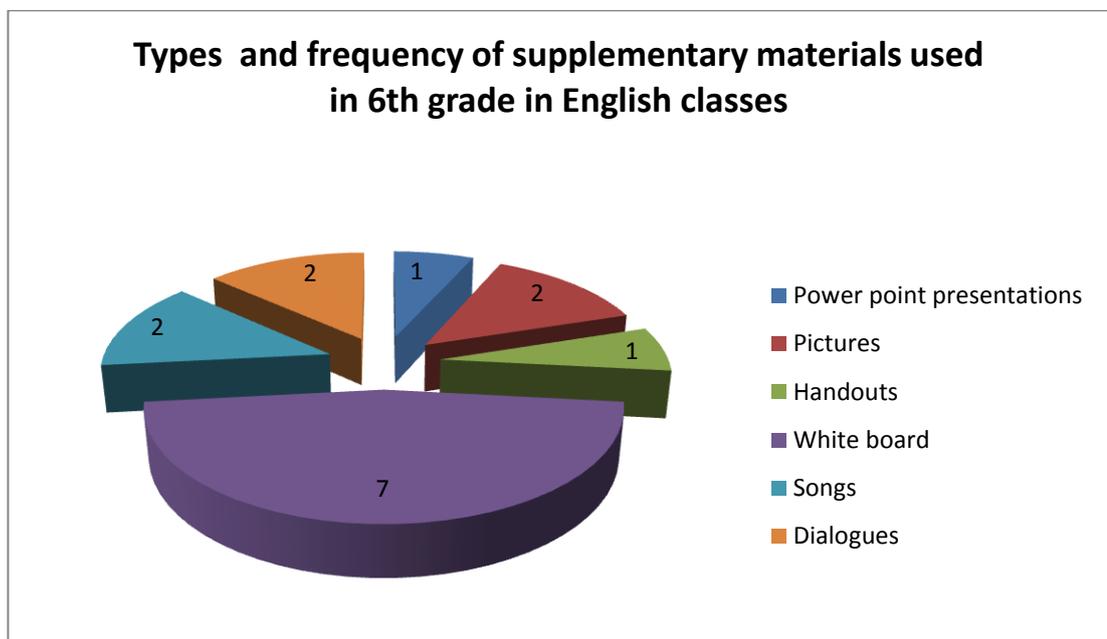
On basis to twenty students' surveys where children could choose more than one favorite supplementary material, I can notice that realia is the favorite supplementary material in 13 children, and then videos were chosen by 12 students, 10 children preferred handouts as well as songs, 9 students picked up power point presentations and online activities, 6 children would like to use stories as well as the board, 5 students like to work using word cards, posters, movies and maps in class, 4 children would like to use pictures in class, 3 students want to see documentaries as well hearing tales and finally only 2 students would like to work with flash cards as well as hearing dialogues.

To finish with the analysis of children's survey, all the students said that they like the supplementary material their teacher uses in classes; they think that those materials help them to understand in a better way and to participate in class; they also think that supplementary materials are funny and interesting.

I believe that the use almost general of visual aids in this grade is because teacher thinks that the students are mostly visual learners, but this is not true as we can notice on basis to the surveys applied to the students. It is necessary that the teacher makes a deep analysis about the kind of learners she has before she plans the classes, of this way she will have a complete point of view about the students' learning styles because in a general way children tend to be physical kinesthetic who really are fond in movement and action to achieve new knowledge.

In the sixth grade, the number of supplementary materials used was seven and they were mostly Visual materials such as: power point presentation, pictures, handouts, and white board; there were two audio materials: songs and dialogues. The Graph 3 below helps to interpret the information previously given:

Graph 3



**Source:** 6<sup>th</sup> (10 years old approx.) grade  
**Author:** Nadia Elizabeth Revelo Andrade

It is noticeable that teacher used white board 7 times, students worked with pictures as well as songs and dialogues twice, while power point presentations and handouts were used only once.

If we make a comparison among this information with the teacher's answers in the survey previously applied, she said that "supplementary materials awake the student's interest in the subject", and she recognized the value of supplementary materials because the students understand the class better and they are interested in learning when she uses extra material, teacher also said that supplementary materials are seventy five percent essential in a TEFL class.

Additionally the teacher told that usually she uses flash cards, posters, and power point presentations because visual aids are very effective. Teacher added that "not all students learn in the same way and different materials are useful for different learning styles", to finish she stated that her children prefer realia because they can use all senses and they are very curious.

Considering to twenty students' surveyed where children could choose more than one favorite supplementary material, I can notice that realia, videos and power point presentations were the favorite supplementary materials for 12 children, and then flash cards, songs and online activities were chosen by 10 students, 8 children preferred hearing stories well as seeing movies, 7 students picked up handouts and pictures as their favorites, 4 children would like to use posters, 3 students like to work using board, tales, word cards as well as dialogues in class, and finally only 2 students would like to work with maps.

With this information above, I can notice that even the children prefer realia and audiovisual material, the teacher chose visual materials to teach, contradicting

her statements about “different materials for different learning styles”; but it is relevant to mention that this teacher used also audio materials to reinforce the TEFL classes.

Finally, the learning styles must be always considered when a teacher makes supplementary materials, selects and introduces this material in the English classes. Regarding the children’s suggestion and altering the different aids to refresh an English class, especially when a teacher should hook the attention of young children.

## Conclusions

- Findings evidence that most of the supplementary material used in the observed classes were visual material and very few audio materials.
- The supplementary materials used for teaching children in the research school were no varied enough to match all the learning styles.
- In the ten classes observed in the 4<sup>th</sup> year the classes were well planned and used new, colorful and high-tech supplementary material. The materials were pertinent, appropriate and showed good quality.
- The teacher of 4<sup>th</sup> grade had used a wider variety of supplementary materials than in any other grades. This teacher made special emphasis on the use of power point presentations and the board.
- The board was the main supporting material in the 5<sup>th</sup> grade. The teacher used it to teach grammar and she focused on visual aids mainly but it was properly used.
- Mostly of the classes observed in the 6<sup>th</sup> grade were successful and teacher used six types of supplementary materials: power point presentations, maps, handouts, songs, dialogues and board with emphasis on the use of this last one, due to the teacher's ability to handle and take advantage of this type of material.
- The ten classes observed in the 6<sup>th</sup> grade had pertinent supplementary material were pertinent to the content and mostly of the materials displayed in classes were appropriated to students' level and age, especially when teacher used audio aids: songs and dialogues.

- The use of supplementary materials is very important to teach English as a foreign language because students' attention is difficult to be caught and they need variety, attractiveness to motivate the children's curiosity and learning.

## Recommendations

After a deep analysis of this research I would like to propose the following recommendations:

- Teachers need to review the possibilities of expanding their practice in the use of supplementary materials. They need to be conscious of the different learning styles of students to plan classes considering the differences among students and include new and motivating supplementary materials.
- Educational institutions should encourage English teachers to create their own supplementary material to build a better environment for students to learn. For that the authorities should facilitate resources and offer permanent training.
- English teachers should select and use supplementary material varied to motivate all learners considering the different learning styles.
- English teacher should promote self-learning by using the wide range of resources available on the internet. This way they can access to free supplementary material and to update their knowledge about how children learn and how to know how to make them learn in a better way considering that the children now belong to the digital area.
- Teachers can explore the technology available in their classes since the use of a tape recorder, DVD, a laptop will make their classes more dynamic, lively and successful. These resources will facilitate teachers to use a wide variety of supplementary material.

- Using the whiteboard can be made more productive if the teachers use more colors and support this use with extra materials such as posters, flash cards, drawings, small pieces of magazines and newspaper cut in advance.
- Access to technology should be easy for teachers in every school. If most schools support the use of technology for teaching purposes, the teaching of English will improve making a big difference as we notice in this private school, especially in 4<sup>th</sup> grade.

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# ANNEXES

## Annex A

### Qualitative Tabulation

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

<b>Variable</b>	<b>Indicators</b>	<b>Yes</b>	<b>No</b>
<b>Visual</b>	Flash cards		
	Power point presentation		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
<b>Audio</b>	White/black board		
	Songs		
	Dialogues		
	Stories		
<b>Audiovisual</b>	Tales		
	Videos		
	Movies		
	Documentaries		
<b>Realia</b>	Interactive activities		
	Objects (toys, plants, fruits)		
<b>Online</b>	Websites		

**Author:** Nadia Elizabeth Revelo Andrade

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

**Annex B**  
**Quantitative Tabulation**

Chart Five: Frequency of use of supplementary material.

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

**Author:** Nadia Elizabeth Revelo Andrade

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

## ANNEX C

### OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

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

CLASS Nº \_\_\_\_\_

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

TOPIC OF THE LESSON: \_\_\_\_\_

OBJECTIVE (S): \_\_\_\_\_

\_\_\_\_\_

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

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

**ANNEX D**

**DESCRIPTION OF THE USED MATERIAL:**

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

How was it used?

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

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

---

---

---

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

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---

---

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

---

---

---

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

---

---

---

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

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---

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How do you consider the quality of the used material?

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**ANNEX E**  
**STUDENT'S SURVEY**

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

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

CLASS Nº \_\_\_\_\_

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

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

## ANNEX F

### TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

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

CLASS Nº \_\_\_\_\_

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

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

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

---

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

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

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

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

Why?

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## ANNEX G

### OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: 25-04-2011

CLASS N<sup>o</sup> 04 / 02

GRADE: 4<sup>th</sup> (8 years old)

TOPIC OF THE LESSON: Simple Past Tense of regular verbs

OBJECTIVE (S): To introduce past verbs

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

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

DESCRIPTION OF THE USED MATERIAL:

Power Point Presentations (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

It was used in a correct way to show past actions, each slide contained drawings and verbs

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

Because children were paying attention and they repeated the pronunciation of the verbs in past. Also using the slides they talked about their holiday.

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

Yes, the slides provided a correct introduction of regular verbs in past

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

Because children were involved in the activities and their understanding was noticeable

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

Students participated in an active way

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

The drawings were colourful and original, teacher found specific drawings and her explanation was related to them

Were students motivated with the presented material? yes  no  Why and How?

(For example, activates participation, awakes students' interest and curiosity)

Children participated with interest and curiosity

How do you consider the quality of the used material?

Excellent, it was colourful, the letters were clear and big enough

. teacher voice and gestures were appropriated.

**DESCRIPTION OF THE USED MATERIAL:**

Word cards (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

to reinforce the power point presentations, they were displayed on the board with present and past verbs written on them. Teacher Scrambled the verbs in cards and said: stick on the board the verbs in present in front of the verbs in past.

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

this material helped to reinforce the verbs learnt using power point presentations.

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

Verbs in past were introduced in a successful way.

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

Children understood and participated in class.

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

Children were able to do the task easily.

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

Creativity, colors motivate to children to participate.

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

Children were interested and hooked in the activity.

How do you consider the quality of the used material?

Good, word cards were made by teacher using colours and clear letters.

### OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: April 25<sup>th</sup> / 2011

CLASS N<sup>o</sup> 1

GRADE: 5<sup>th</sup> (9 years old)

TOPIC OF THE LESSON: Complaining and Advising

OBJECTIVE (S): To introduce new vocabulary related to health problems and advices about how to treat them

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

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

**DESCRIPTION OF THE USED MATERIAL:**

Power point (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Teacher displayed some photos where students could see children with some symptoms and under the photos the names of the health problem: I've got headache, etc.

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

Photos represented health problems

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

Photos introduced vocabulary and grammar structures

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

letters too small, confused grammar structures and teacher's explanation was not enough. Teacher had to talk in Spanish.

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

Students didn't participated in class, they were talking each other they weren't interested

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

But slides weren't exploited, they passed too fast.

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

They didn't participate, they lost their interest after few minutes.

How do you consider the quality of the used material?

Images were real, but the words weren't clear

**DESCRIPTION OF THE USED MATERIAL:**

Handouts (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Teacher delivered handouts with health problems printed on them, teacher said: next to each problem write some advices, use should/shouldn't

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

Handouts had information related to the topic.

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

Because handouts presented practice of the class given

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

Children were continually asking for teacher's help, they were noisy

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

Students didn't understand some words. They were confused about grammar structures.

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

they weren't interesting nor colourful.

Were students motivated with the presented material? yes  no  Why and How?

(For example, activates participation, awakes students' interest and curiosity)

Students didn't participated because they weren't interested.

How do you consider the quality of the used material?

Poor, handouts also had some mistakes and words confusion.

### OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (X)

DATE: April 25<sup>th</sup> / 2011

CLASS N<sup>o</sup> 1

GRADE: 6<sup>th</sup> (10 years old)

TOPIC OF THE LESSON: Descriptions

OBJECTIVE (S): to review some adjectives to make descriptions

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

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

DESCRIPTION OF THE USED MATERIAL:

Pictures (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Teacher used ten A4 cardboards with different pictures showing adjectives such as: tall, fat, etc.

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

Pictures showed adjectives

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

they reminded students' knowledge about adjectives and helped them to describe

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

Students were hooked during the activity

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

They performed successfully the activity presented

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

Teacher made the pictures and their use was original.

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

Children participated, were interested and curious.

How do you consider the quality of the used material?

Good enough, pictures were attractive, letters were clear.

**DESCRIPTION OF THE USED MATERIAL:**

White board (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Teacher wrote some adjectives and sentences describing students, she used colors.

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

the board was used to support pictures and clarify grammar structures

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

Board provided information about how to describe people and word order in a sentence.

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

Students participated in an active way, they described to their classmates and teacher wrote their ideas on the board.

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

They understood what they had to do and performed in an easy way the task presented by teacher.

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

the use of the board was creative: teacher kept the order to avoid student's confusion, she used markers of different colors.

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

Board promotes students' participation, interest and curiosity.

How do you consider the quality of the used material?

It was good enough, teacher's calligraphy was clear and the information was presented in an ordered way.

**DESCRIPTION OF THE USED MATERIAL:**

SONG (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Teacher played the CD twice and asked students to read the script provided.

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

the song was about adjectives and description

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

the song wanted to help students to reinforce their learning.

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

The student felt confused because of the new words introduced with the song.

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

they didn't understand the meaning nor pronunciation

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

because the song must be applied at the end of the class, when students had a better idea about descriptions, even the song was direct and according to the topic.

Were students motivated with the presented material? yes  no  Why and How?

(For example, activates participation, awakes students' interest and curiosity)

children didn't sing that song, it wasn't motivating and it didn't provoked physical response.

How do you consider the quality of the used material?

Poor, the speakers didn't work as well as they should. It caused that teacher spends her time trying to improve the quality of the song.

### STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (X)

DATE: April 25<sup>th</sup> / 2011

CLASS Nº 01

GRADE: 4<sup>th</sup> (8 years old)

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?				/	
¿Te ayudó a entender mejor el tema de la clase?				/	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?				/	
¿Con que materiales crees que aprenderías mejor el tema de clase?					
<b>VISUALES</b>		<b>AUDIO</b>		<b>OBJETOS REALES</b>	
• flash cards	( )	• canciones	( )	• objetos:	( )
• diapositivas	(✓)	• diálogos	(✓)	(juguetes, plantas, frutas,	
• mapas	( )	• historias	( )	etc.)	
• gráficos o fotos	( )	• cuentos	( )		
• tablas u organizadores gráficos	( )			<b>ONLINE</b>	
• hojas con actividades	(✓)	<b>AUDIOVISUALES</b>	(✓)	• websites	(✓)
• posters	(✓)	• videos	(✓)		
• tarjetas con palabras	(✓)	• películas	( )		
• pizarrón blanco o negro	( )	• documentales	( )		
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
<u>child doesn't provide information</u>					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?					
(✓) siempre ( ) de vez en cuando					

### STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: April 25<sup>th</sup> / 2011

CLASS Nº 01

GRADE: 5<sup>th</sup> (9 years old)

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

### STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: April 25<sup>th</sup> / 2011

CLASS N<sup>o</sup> 01

GRADE: 6<sup>th</sup> (10 years old)

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?				<input checked="" type="checkbox"/>	
¿Te ayudó a entender mejor el tema de la clase?				<input checked="" type="checkbox"/>	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?				<input checked="" type="checkbox"/>	
¿Con que materiales crees que aprenderías mejor el tema de clase?					
<b>VISUALES</b> <ul style="list-style-type: none"> <li>• flash cards ( )</li> <li>• diapositivas ( <input checked="" type="checkbox"/> )</li> <li>• mapas ( )</li> <li>• gráficos o fotos ( )</li> <li>• tablas u organizadores gráficos ( )</li> <li>• hojas con actividades ( )</li> <li>• posters ( )</li> <li>• tarjetas con palabras ( <input checked="" type="checkbox"/> )</li> <li>• pizarrón blanco o negro ( )</li> </ul>	<b>AUDIO</b> <ul style="list-style-type: none"> <li>• canciones ( )</li> <li>• diálogos ( <input checked="" type="checkbox"/> )</li> <li>• historias ( <input checked="" type="checkbox"/> )</li> <li>• cuentos ( )</li> </ul> <b>AUDIOVISUALES</b> <ul style="list-style-type: none"> <li>• videos ( <input checked="" type="checkbox"/> )</li> <li>• películas ( )</li> <li>• documentales ( )</li> </ul>	<b>OBJETOS REALES</b> <ul style="list-style-type: none"> <li>• objetos: ( <input checked="" type="checkbox"/> ) (juguetes, plantas, frutas, etc.)</li> </ul> <b>ONLINE</b> <ul style="list-style-type: none"> <li>• websites ( )</li> </ul>			
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
<u>child agrees with the material provided above.</u>					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?					
<input checked="" type="checkbox"/> siempre ( ) de vez en cuando					

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (x)

DATE: 25<sup>th</sup> April - 2011

CLASS N<sup>o</sup> 01

GRADE: 4<sup>th</sup>

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

Yes, because it is important, they learn better with audio-visual materials, they like colorful classes and enjoy learning of this way.

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

Cards made of my own, with vocabulary. Bingo cards, flash cards. because they are motivated with them.

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

Yes, because they have different learning styles and I need to adapt the materials for their learning.

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

Bingo cards, flash cards, photos, Power Point presentations, because they put interest on them.

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

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

Why?

They learn better visualizing.

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: 25 de Abril del 2011

CLASS N°

GRADE: 5th "B"

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

Yes, if SS can see several things, they can understand in better way. for that reason the audiovisual material is very important for us.

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

I usually use the presentation in power point, and the real material is too important, because SS can touch and see too.

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

It's important to considerate the individual skills for learning, and according to this we prepare the didactic material.

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

I prefer the audiovisual material and real too.

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

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

Why?

With this we can motivate SS and active the knowledge.

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE (✓)

DATE: 26-04-2011

CLASS Nº 1

GRADE: 6º "B"

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

Yes, because it awakes the students' interests in the subject.

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

I use flashcards, posters and powerpoint presentations because visual aids are very effective

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

Yes, because not all students learn in the same way and different materials are useful for different learning styles.

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

They prefer relia because they can use all senses and they are very curious

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

25% ( )

50% ( )

75% (x)

90% ( )

Why?

Because they understand the class better and are interested in the subject when I use extra material