



**UNIVERSIDAD TECNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

ESCUELA DE CIENCIAS DE LA EDUCACIÓN

MENCIÓN INGLÉS

DISTANCE SYSTEM

**The use of supplementary materials for teaching children in efl  
classess**

Research done in order to achieve the  
Bachelor's Degree in Teaching  
English as a Foreign Language

**AUTHOR:**

Maila Quinga Edgar Patricio

**ADVISOR:**

Mgs. Castillo Cuesta Luz Mercedes

**UNIVERSITY CENTER ESMERALDAS**

2012

## CERTIFICATION

Mgs. Luz Castillo

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, Mayo 2012

Mgs. Luz Castillo

Thesis advisor

## CONTRATO DE CESIÓN DE DERECHOS DE TESIS DE GRADO

“Yo, Edgar Patricio Maila Quinga, declaro ser autor(a) del presente trabajo y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales.

Adicionalmente declaro conocer y aceptar la disposición del Art. 67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: “formar parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o que el apoyo financiero, académico o institucional (operativo) de la Universidad”.

Edgar Maila

Autor

## AUTHORSHIP

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

Loja, Mayo 2012

Edgar Maila

Author

## DEDICATION

This thesis is dedicated to my father, who taught me the most important values in my life, who always gave me the best kind of knowledge to accomplish the aims, who never failed to give me financial and moral support. It is also dedicated to my wife, who offers me her unconditional love and support every day. It is also dedicated to my daughter, who is my inspiration to continue fighting in this life. It is also dedicated to my brother and sister, who offered me their unconditional love; they have been with me through good and bad times; they are kind and wonderful people, who bless me every day. I am very proud of them and I thank God for their love and support.

## CONTENTS

CERTIFICATION.....	ii
CONTRATO DE CESIÓN DE DERECHOS.....	iii
AUTHORSHIP.....	iv
DEDICATION.....	v
CONTENTS.....	vi
ABSTRACT.....	1
INTRODUCTION.....	2
METHOD.....	6
DISCUSSION.....	8
Literature Review.....	8
Results.....	23
Description, Analysis and Interpretation of Results.....	28
Conclusions.....	79
Recommendations.....	81
REFERENCES.....	82
ANNEXES.....	85

## Abstract

This study explores the use of supplementary materials for teaching children in EFL classes. The purpose of this research is to determine and analyze the kind of supporting materials used in each class. This study was done in Esmeraldas city where one teacher and fifty four students from fourth, fifth and sixth grade of a private school, were observed during thirty classes in September, 2011.

The methods used in this study were qualitative and quantitative; data was collected via interviews and observation papers, the results were obtained after the analysis applied to the students' and teachers' interviews. The materials proposed to use in class were visual, audio, audio-visual and realia.

Nevertheless, the results of the research shows that pictures and word cards were used more than the rest of the materials; secondly, flash cards and whiteboard were used less than pictures and word cards; and finally, the rest of the materials were the least frequently used.

All this information drew the conclusion that the teacher used different supporting materials without forgetting the creativity and ingeniousness to design the correct material.

## Introduction

Teaching materials are considered like supporting materials to enrich the learning/teaching process; likewise, the teaching of English as a Foreign Language has become highly important into the educational context due to the fact that this language is widely used by the people in all fields. In the process of teaching a foreign language, teachers have at their disposal many kinds of sources and extra aid to work effectively with students into the classroom. For this reason, materials such as visual, audio-visual, realia, websites, among others, are important to begin this study. That is to say, if these materials are used correctly regarding the aspects of pertinence (topic, objectives, and content of the class) and appropriateness (students' needs), it will help children to understand the topic clearly and carry out the objectives.

On the other hand, the teaching of English as a foreign language has generated some difficulties due to the complexity and diversity of many components such as the sociocultural component, which relates us directly with other cultures, traditions and different lifestyles and the biographical component, which depends on a good selection of books chosen by teachers, which must be selected taking into account writers, contents, methods and a superb collection of techniques and strategies to elaborate and apply supplementary material in class.

The research focuses on “The use of supplementary materials for teaching children in EFL classes” and it is justified for three specific objectives considered to begin this study. The first specific objective was to identify and analyze supporting materials used for teaching children in EFL classes. The second objective was to describe and analyze each one of the supplementary materials used in EFL



classrooms in terms of pertinence (content), appropriateness (students' needs), and quality. Finally, the third objective was to determine the frequency and variety of the supplementary material used in the observed classes.

Regarding the use of supplementary materials and its importance, teachers play a key role in selecting them and they must be according to the students' age, level of knowledge and the topic of the class in order to reach the proposed goals.

In order to begin this research, some previous studies which are focused on themes related to the topic of this thesis and the results of the previous researchers, were analyzed carefully and some of them are mention here. Thus, according to Hwang (2005) supplementary materials must be used regarding different levels of knowledge and interest because the use of appropriate materials enhances sensitivity and competence on the acquisition of a foreign language. This study was developed in Taiwan and its purpose was to demonstrate that substantial input of authentic materials that are pegged to learners' levels and interest naturally increases their sensitivity to and competence in the target language. The limitations identified by the author in this study were some of the many current award-winning films and TV shows, especially from the US are acclaimed fir their clever, avant-garde manipulation of linguistics/cultural idiosyncrasies usually fall flat on students in Taiwan.

The second study that I will refer was developed by Williams & Lutes (n.d.) which was developed in Takamatsu University; the purpose of this study was to establish the impact of video in the ESL classroom on student interest, and therefore on student motivation. For this reason, the author states that the use of videos in

classrooms is a powerful tool to use in a foreign language learning process, because it functions as a positive impact on learners' interest and motivation.

Kazuko, Takeuchi, & Edasawa (1989) in their study claim that listening comprehension improvement can be affected when students transcribe a film script. This study was developed in Japan and the main purpose of this research was to transcribe a film script interferes with students improving their LC and answering questions and summarizing content. As a method in this study, people were randomly divided for each class also three experimental groups were formed to decrease teachers' idiosyncratic variables; group (A, B and C).

Once reviewed and analyzed the previous studies, the ideas became clearer about how teachers have to use and apply the supplementary materials in their classes; likewise, how different levels of knowledge and interest in learning a foreign language can be enhanced through the use of different kinds of sources and supporting materials.

The main beneficiaries of this research are Universidad Técnica Particular de Loja UTPL and students of the different graduation programs as future teachers who need to know how the supplementary materials must be used correctly. This research also will help UTPL's distance students who require various types of research to guide them in their own research programs in order to graduate and get a title of Bachelor's Degree in Teaching English as a Foreign Language (TEFL). Moreover, this research will be useful for future studies about the use of supplementary materials for teaching children in EFL classes. The contents presented in this research will also help students improve the use of supplementary materials;

therefore, anyone who wants to carry out future studies will have a useful tool at their disposal.

Finally, it is important to talk about the methodological limitations that I had to face in this research. One of these limitations was the lack of good didactic resources such as the type recorder and movie players; they were not adequate in classrooms. Besides, longer time periods are needed for more accurate observations in the use of supplementary materials in Ecuadorian classrooms; these should ideally consist of the duration of the entire course or school year and for a period of years. In addition, the methods used to teach students did not help them understand the topic in most of the classes.

## Method

### *Setting and Participants*

The research was done in a private high school located in Esmeraldas downtown. The participants who were involved in the research were one teacher, twelve students belonging to fourth grade, twenty two from fifth grade and twenty students from sixth grade. The students of 4<sup>th</sup> grade were between 8 and 10 years old; likewise, most of the students from 5<sup>th</sup> grade were 9 years old approximately; and finally, in the 6<sup>th</sup> grade, there were students who were 10 years old.

In addition, the teacher also participated answering the surveys which were useful for contrasting opinions and suggestions about the use of supplementary materials used in each class. Students were working actively with different kinds of materials presented in class; most of the students were from different social class and different learning styles. It is worth mentioning that the classrooms were not comfortable for students because they were too small, very hot and there were not enough didactic materials inside classrooms in order to use as extra aid to improve the teaching of English as a foreign language.

### *Procedures*

In order to do this research, it was necessary to look for information related to the topics in different sources such as books, online researches, journals and educational magazines. The previous content was useful to begin the class observations. Likewise, all information gathered through surveys gave me the suitable results to develop this research; the teachers' opinions were very important because they are the results of their working experience that helped me to reinforce the skills to design and apply the correct supplementary materials in class.

The general approach to do this research is Qualitative and Quantitative. Likewise, the techniques used to carry out this research, were reading, note-taking and surveys. The information was gathered using different kinds of formats such as data collection, observations, tables and questionnaires given by UTPL.

Ten observations were done in each level to record teaching information. The data collected through the observations in each grade was very useful to identify the supporting materials used in class. Once completed the process of observations in different grades, the next step was to analyze and tabulate the general results about the use of supplementary materials used in fourth, fifth, and sixth grade. For this reason five charts which are included in the results section were used in the three grades. Likewise, the information displayed in charts 2, 3 and 4 determine the frequency of materials used in each level.

Finally, it is important to mention that all of supporting materials used in the classes were designed and analyzed regarding pertinence, appropriateness and quality. Therefore, all these aspects helped students reinforce the knowledge and understanding of the topic to reach the objective. On the other hand, data was organized grade by grade and class by class in a sequential order.

## DISCUSSION

### Literature Review

In recent years novice and experienced teachers of English as a foreign language or English as a foreign language have been paying special attention in identifying the needs and attitudes of their students towards English and their reason for learning it. The attention to the learner's needs has been seen and analyzed in many countries where English is regarded as a foreign language and it is largely treated as an academic subject in different school systems. Teachers know that there are a lot of ways to teach a foreign language inside or outside the classrooms, but for many reasons, teachers have to stop using some important methods, techniques making classes boring and uncomfortable for the learners. Nowadays, teachers are trying to change traditional classes by using new ways of teaching a foreign language, making the classes interesting and enjoyable for the learners. According to the learner's needs, teachers have to apply new techniques, develop interesting classes and use different materials in order to keep students engaged in the learning process. Teachers know that sometimes there is a little difficulty to teach children a foreign language; for that reason, in this time I am going to focus on the use of extra materials in classrooms. The uses of the extra materials in classrooms are very important for teachers and children, because through these aids children can take advantage in developing their skills and abilities on the teaching process. The following topics focus the most important aspects that teachers have to take into account in the teaching process and in the use of different extra aids in classrooms.

### *Teaching a foreign language*

Rodriguez & Varela (2004) suggest that some problems happen when teachers have to deal with learners' teaching process at pre-school levels especially in early ages. Teachers propose different kind of activities to develop in class depending on the age. In almost all situations, during the period of study, teachers give students some advice, resources, or keys to facilitate foreign language learning. Likewise, other important aspects in early language learning have been taken into account; for that reason, teachers have applied many techniques to teach children in their classes because all of them need to be taught in a different manner than adults; for instance, the teacher can consider singing songs, reciting rhymes, and playing games. Using this kind of aids, students can develop many skills to improve their knowledge; likewise, the teacher has to take into consideration that learners have to learn a foreign language for communication and not only for enjoying the class. Therefore, all the time the student has to be motivated to do as many activities as possible using extra aids during the learning process. Another consideration that the author claims is that the language should be taught for a communicative purpose in order to encourage children to enhance their ability to communicate. The teacher has to be precise in the method to be used with any specific topic because if the teacher does not apply the correct method in class, students will not realize what the topic is about and the teacher could fail. In addition, Konigs (2003, p. 236) states "Foreign language teaching and learning methodology could be characterized as a kind of prescription or recipe, i.e. teaching should be planned and guided on the basis of more or less firmly established experience."

Likewise, Scott & Ytreberg (n.d) argue that any person has discovered any international rule to teach a foreign language in classrooms, in most of the cases many authors agree on some methods and rules used for teaching English, because some of these methods and rules help the teacher to reach the target. The use of these methods and rules depend on the mother tongue that learners speak and on social and emotional factors in the child's background. In order to involve all the learners` senses, teachers have to play with the use of language in the classrooms not only speaking words also using movements and doing different activities to understand the topic. It is important to mention that different kinds of routines must be used with students in classrooms constantly. Teachers have to take into account that teaching a second language is not a competition; instead, teachers have to increase the cooperation between learners.

### *Learners*

Woolfolk (2007) argues that age is an important aspect to regard during the teaching process, because children in every culture master the complicated system of their native language. Deprivation or physical problems can interfere in the teaching process, especially when learners are learning English as a second language. Likewise, some problems have appeared in the process of teaching children; for instance, a considerable number of biological and experimental factors such as sounds, meaning, words and sequence of words, volume, voice and tone, do not allow the normal process of teaching. These factors are seen as interferences that children have in language development; for this reason, teachers have to analyze, and organize carefully all these factors in order to train children before they can communicate effectively in conversations. Also, the author says that it is a



misconception thinks that young children learn a second language faster than adolescents or adults. On the other hand, older students learn a second language faster than children because they follow and apply some learning strategies during their learning process than young children do. In addition, Harmer (1991) argues that children, adolescents and adults are different every one; for that reason, teachers must put their best effort during the teaching process. For instance, children need more attention and they must be engaged doing something active in class; it means that they have to be working in order to avoid children's distraction all the time. Likewise, teachers have to change the activities realized in class frequently, because some of these activities depend on the teacher's attitude and behavior.

On the other hand, adolescents can cause a lot of problems than any other age group. They have to participate actively in the tasks given by the teacher who has to encourage them in order to accomplish the tasks. Likewise, Gomleksis (2001) also argues that the age of the learner is one of the important factors that affect in second language acquisition. Therefore, teachers have to develop amazing activities regarding the learner's age, in order to accomplish the target proposed. Many studies have shown that young children start studying when they are 4 and 7 years old; as a consequence of this fact, they take much longer to master skills needed for academic purpose than older children do. The reason why children of 5 or 6 years old acquire better language skills than young children do, it is because they have not completed the process of the acquisition of their first language in their early ages, which continues at least until 12 years old.

On the other hand, regarding learners' differences, Woolfolk (2007) argues that all children are different in the educational area; it means, each one has different

talents, skills, abilities, and limitations; for these reasons, some children are known as intelligent because all their abilities and skills differ from the normal children.

Children with disabilities have many problems when they are learning a foreign language; therefore, teachers have to put more emphasis in the process of teaching. In most of the cases learners with disabilities have academic problems with their grades, these problems happen because they are slow learners. Therefore, slow learners are not able to do the tasks like normal students do faster; furthermore, visual and auditory information is not organized and interpreted in a good way by them.

In addition, Harmer (1991) claims that children need frequent changes in the teaching process; adolescents are not inspired to learn by curiosity and sometimes they can feel brittle. Adults sometimes are considered as the easiest people to teach a foreign language, because they carry out quickly the tasks given by the teacher.

Likewise, Gomleksis (2001) argues that the differences between older children and younger children is that older children, learn faster than younger children, this fact happens because older children, in most of the cases, are willing to learn the language rather than younger children.

In addition, Woolfolk (2007) argues that motivation is considered by psychologists as an individual and particular characteristic that every person has and it depends on internal and external personal factors; therefore, we can take into account needs, interests, curiosities, environmental factors-rewards, social pressure, and punishment. Likewise, the same author states that there is a distinction between intrinsic and extrinsic motivation. According to the psychologists who adopt the

intrinsic/extrinsic concept of motivation claim that, it is impossible to tell by just looking if a behavior is intrinsically or extrinsically motivated.

Likewise, Harmer (1991) claims that in order to teach a second language in classrooms, students need to be strongly motivated and encouraged to reach the goal in an easy way. Also, the author takes into account extrinsic motivation, which is concerned with situations outside the classroom and intrinsic motivation, which is concerned with situations that happens inside of the classroom.

In addition, Gomleksis (2001) claims that motivation is considered a kind of desire for learning a second language. But sometimes it could result difficult for the teachers to teach a second language in classrooms where the students are not motivated. For this reason, motivation in most of the cases depends on the social interaction between learners and teachers.

#### *Learning styles*

Woolfolk (2007) argues that students can have surface problems in memorizing learning materials because they sometimes do not understand the strategies used by teachers; nevertheless, students learn much better when they choose the right place and manner for studying a second language. Likewise, she says that smart students need less structure to understand the topics; also, they feel more comfortable when they study alone without interruptions. In most of the cases, students have difficulties in the learning process because they sometimes prefer studying the easiest and comfortable topics instead of difficult ones. Likewise, sometimes methods and techniques used by teachers in class, have no effects in learners; therefore, real learning situations could result uncomfortable and boring for students.

In addition, Felder & Henriques (1995, p. 21) states “Students learn in many ways- by hearing, seeing; reflecting and acting, reasoning logically and intuitively; memorizing and visualizing. The ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual’s learning style”; Furthermore, all the students without exceptions in learning styles, need effective instructions in order to learn a second language in the best way. In addition, all materials shown in class must have precise information about syntactical, semantic, linguistic, and cultural background.

Likewise, Pashler & McDaniel (2009) argue that learning styles refer to how people learn in different styles because each person has his or her own learning style. Sometimes, for one group of students it is easier to learn when the information is presented by words, whereas other students learn faster when information is shown using pictures. Regarding learning styles as an important aspect in the teaching process, it is necessary to mention that the popularity and prevalence of the learning-styles approach may; of course, be a product of its success in fostering learning and instruction; moreover, we can say that learning styles classify people into different groups rather than place people regarding their scores in different positions.

#### *Teaching techniques*

Bot, Ginsberg, & Kramsch (1991) argue that in the process of teaching children there is a weak relationship between methods and techniques; nevertheless, different methods use the same techniques whereas a big number of techniques are defended completely by proponents. Almost all techniques and methods are used by teachers’ activities but in most of the cases, the methods are not easy to use because teachers sometimes have their own interpretation using any kind of methods;

furthermore, they always try to use close ideas related to the original ones. Teachers' behaviors in classrooms are guided by many factors but the methods applied have not been considered important to use by definition with learners. Recent studies about techniques and classroom behavior have had a great improvement in the teaching process; moreover, the observations realized in foreign language classrooms have been controlled by a system of information called Talos; not only for teachers' behavior and also for the learners' activities. Another important point to highlight here is that students waste a lot of time doing activities during school-time; sometimes, they do the activities given by the teachers' methods.

In addition, Taylor and MacKenney (2008) argue that cognitive behavior modification techniques are focused on how to teach learners having individuals thought and internalizing their feeling and behaviors before reacting. Also, Taylor (2008 p. 215) states, "Direct instruction technique implies that the teacher is directly intervening to bring about a desire change by providing basic information for children to master the task." Direct instruction technique also can be used with many subject areas to help children to take advantage of their basic skills. Likewise, skill streaming technique is used to classify children according to the abilities; this classification will help them to work in groups with students of different skills. Behavior modification technique will help the teacher to develop many strategies in order to teach children, this technique is also intended to provide methods to the teachers, which will help them to modify children`s behaviors if they are involved in problems.

Likewise, proximity control technique will help the teacher to control the class in order to avoid bad behavior of students in classrooms. Another technique

that will help the teacher teach children is role play, this technique will help the children discover the problem and solve it; furthermore, it is beneficial for shy students. In addition, Hurrell (1997) suggests that there are many techniques and manners that teachers can use in the process of teaching children. When the teachers are teaching English to the children, they can apply many techniques such as introducing themselves, identifying and explaining objects, spelling words, counting, tasting, comparing, making mimics, and so on. In order to change the activities, teachers also can talk about some topics such as animals, food, toys, home, meals, cartoons, etc. There is not place to teach grammatical terms and grammar to young children because it is not useful and it is a waste of time; instead of this, teachers can teach a second language through play and other enjoyable activities, in order to catch children's attention.

#### *Different context for teaching*

Different context for teaching refers the setting or place where the teaching process takes place; considering physical, social, institutional, and personal features in the surrounding environment. In other words, according to Woolfolk (2007), the environment of classrooms plays an important role in the teaching and learning process because it represents the setting where students are going to develop the activities; likewise, the author says that all classes must be organized correctly in order to cause good impressions and avoid uncomfortable feelings. Another consideration that she takes into account in the teaching and learning process is that the physical distribution of classrooms is very important for learners because it causes a good effect in students' behavior and in the learning process; moreover, it could improve learning and reduce inconveniences. The places for teaching must

seem like students' home because all the activities and plans are developed in it; for instance, all classes must have enough space, bright colors, good architecture, etc. On the other hand, Whitebread (2000) argues that children and adults have their own opinions about the context of the classrooms and environments, where they are going to work; likewise, regarding schools and the classrooms design; values, expectations, society, and culture about communities are influenced where they are placed. In addition, Burnett & Myers (2004) argue that all classes must be comfortable also classes have to raise the potential to learn a second language. They must be stimulating places for learners.

#### *Supplementary Material*

Hurrell (1997) argues that materials are the principal tools in the teaching process because materials encourage learners to participate actively showing topics that students cannot understand; therefore, the use of extra materials in schools, high schools, and other institutions help learners learn a second language correctly. Actually, the use of many kinds of materials in classrooms has to be analyzed by teachers before using it; it means materials have to be classified and selected according to the learner's needs. Therefore, the following aids can be the most important materials to use with children in their classrooms.

*Visuals* are materials where students exclusively use the sense of sight, these kinds of materials are used to stimulate students in order to get the easiest way the target of the teaching language, these materials can be flash-cards, cue card, pictures, maps, etc. In addition, Nikky (2010) claims that visual aids help students to train the sense of sight with materials like maps, blackboard, and the text itself printed on the blackboard, flash cards, charts and maps.

By using *Audios*, learners feel motivated and the class becomes more interesting. Another important point to stress here is that students can have a big advantage in the learning process if they use continually audio aids such as games, cassettes, audio CDs, and so on. Likewise, Nikky (2010) claims that audio aids help learners improve the sense of hearing using songs, dialogues and interviews; audio – visuals aids, enhance the sense of hearing, and vision using films, computers, televisions, and so on.

*Realia* means that learners can learn through real things or real objects. All materials used in the teaching/learning process can be mixed with other methods in order to encourage students to participate actively. In addition, Charles & Lawrence (2002) state, *Online* aids refer to the use of Internet in classrooms. Through the use of internet as supplementary material, students have many advantages using it; for instance, they can find any specific topic very fast. However, the disadvantage is that online materials cannot replace the quality of real materials used for teaching a second language. Regarding the use of the extra materials listed before, Kitao & Kitao (1997) have almost the same explanation like Hurrell (2007).

The function of supplementary materials through the years has been the center of instruction to teach a second language in classrooms; furthermore, Kitao & Kitao (1997) argue that materials, curriculum, teaching methods, evaluations must be selected, designed and adapted carefully regarding the learners' needs. Likewise, taking into account the use of these materials in classrooms, teachers can realize if the students are learning well or not. Extra materials have a big influence on students' learning process so that all materials used by students in class, help them take advantage in reception, production, memorization and problems solving. In



addition, Nikky (2010) argues that actually there are a lot of equipments available in classrooms; moreover, the process of teaching and learning principally will rely on the correct use of these equipments. The correct uses of teaching aids, help students clarify the subject matter easily, facilitate the proper understanding and play an important function in the teaching-learning process. The use of extra materials in class is also important because students feel motivated, they are provided with direct experience, increase vocabulary, save time and money, and they can understand different topics easily.

Once the supporting themes have been analyzed; likewise, studies with the same focus of this research will be analyzed too. Therefore, previous studies are going to help us to know how similar investigations were developed and which results were obtained. Thus, the next five studies will be summarized in order to analyze the use of supplementary materials for teaching English as a foreign language.

The aim of Hwang (2005) was to show students the introduction of important materials regarding different levels of knowledge and interest because the use of appropriate materials enhances sensitivity and competence on the acquisition of a second language. Likewise, the methods applied in this study were authentic materials such as reading magazines, best-sellers and watching TV rather than EFL textbooks. Thus, all students were encouraged to use vocabulary and expressions in their own production from real materials. As a conclusion, the author claims that when the teachers use real materials in the teaching process of a foreign language, it could result a big experience, if the materials are used in order to enhance and increase the level of language knowledge in classrooms; likewise, taking into

account the previous references, we could see the effects of a genuine communicative competence.

Williams & Lutes (n.d.) focused interest and motivation through the use of videos in ESL classrooms. The method used in this study was applied for two groups, the first was a control group and the second was a test group. Both groups were members of second level of engineering and the classes were selected randomly by registrars' office; likewise, both groups used the same materials but the test group used a video component as extra material. All of these video materials were related about comedies, sketches and so on; furthermore, videos had basic grammar rules and functions to be shown on English Second Language classrooms. As a conclusion, the author claims that the use of videos in classrooms is a powerful tool to use in a second language learning process, because it functions as a positive impact on learners' interest and motivation.

Kazuko, Takeuchi, & Edasawa (1989) in their study claim that listening comprehension improvement can be affected when students transcribe a film script. As a method in this study, people were randomly divided for each class also three experimental groups were formed to decrease teachers' idiosyncratic variables; group (A, B and C). Activities for each group were different; for instance, pre-listening activities and transcription were developed by group "A". Transcription and post-listening activities were developed by group "B", and group "C" developed questions, answers and a summary. There were two strategies used to measure students' progress in listening; first, the use of headsets and also the use of loudspeakers on the ceiling. As an important conclusion that the authors reached,

was that films are important materials to use in classrooms, because they motivate students and can be used with other similar materials in classrooms.

Weig (2004) claims that speaking and listening always have been very important abilities to teach in elementary schools but the main purpose in this study is to research, if reading and writing instructions are important to benefit students from elementary schools; principally, if they use picture books and story time in English as a foreign language. The methodology of this study consisted on finding out an easy way to teach students reading-writing curriculum with picture books. All the information was collected by students through worksheets, oral interviews, questionnaires and so on; likewise, all of them were categorized and analyzed correctly. On the other hand, a pilot study took nine multileveled fourth grades from an elementary school and two pictures books where the instruction lasted two hours from each book. In addition, the author claims that story time models are viable in elementary schools because they help students to take advantage in reading and writing instructions.

This last study was carried out by Zaid (n.d.), where his research question was, What is the effectiveness of an instructional program grounded in email exchanges and reading online on developing reading and writing skills among students of English?. In order to explain the method carried out in this study, the authors claim that thirty male students from IV level were selected. They had basic knowledge about computers and the rest of the students were assigned to the control group. We have to highlight that all participants were enrolled in the English department of a university. In addition, the experimental design used in this study is the type of pretest-posttest and control group design but the most important thing is

the use of an email as a useful technique for developing reading and writing skills. As a conclusion, Zaid (n.d, p.39) states, “Attitudes towards learning English can be enhanced in IBI environments, especially when integrated with collaborative and enquiry-based learning.”

## Results

### Qualitative Tabulation

Chart One: Type of supplementary material used to teach children

Variable	Indicators	YES	NO
<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		√

Author: Edgar Maila

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.) grades.

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards																	√	√		
	power point presentations																				
	Maps																				
	Pictures	√	√			√	√							√	√					√	√
	Charts																				
	Handouts																				
	Posters											√	√								
	word cards							√	√												
	white/black board			√	√											√	√				
Audio	Songs									√	√										
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Online Realia	Objects (toys, plants, fruits)																				
	Websites																				

Author: Edgar Maila

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

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Appro	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards	√	√																		
	power point presentations																				
	Maps																				
	Pictures			√	√					√	√			√	√						
	Charts																				
	Handouts																			√	√
	Posters							√	√												
	word cards					√	√									√	√	√	√		
	white/black board												√								
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	Websites																				

Author: Edgar Maila

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

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Appro	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Appro	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards					√	√			√	√	√	√								
	power point presentations																				
	Maps																				
	Pictures			√	√																
	Charts																				
	Handouts																				
	Posters																				
	word cards	√	√					√	√							√	√			√	√
	white/black board													√	√			√	√		
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	Websites																				

Author: Edgar Maila

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



## Quantitative Tabulation

Chart five: Frequency of use of supplementary material

Variable	Indicators	4th grade (8 years old)	5th grade (9 years old)	6th grade (10 years old)	Total	Percentage
		f	f	f	f	%
Visual	flash cards	1	1	3	5	17.24
	power point presentations					
	maps					
	pictures	4	3	1	8	27.59
	charts					
	handouts		1		1	3.45
	posters	1	1		2	6.90
	word cards	1	3	4	8	27.59
	white/black board	2	1	1	4	13.79
Audio	songs	1			1	3.45
	dialogues					
	stories					
	Tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					
				TOTAL	29	100%

Author: Edgar Maila

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

## Description, Analysis, and Interpretations of Results

The section below focuses the description, analysis, and interpretation of results gathered through qualitative and quantitative analysis. In the qualitative analysis, I am going to describe some observations that were done in a private school during ten classes; here, I will highlight if the use of different kinds of materials was pertinent and appropriate during the teaching process; also, I will analyze if the material used with students had good quality or was excellent for teaching in classrooms.

In the quantitative analysis, we will find the frequency of how supplementary material was used in each class. In addition, we will find some graphics that will help us to know the percentages in which the supplementary material was used. Likewise, these graphics will illustrate the results obtained in each grade.

### *Qualitative Analysis*

The materials used for teaching students and reach the objectives during thirty classes in the high school were pictures, word cards, flash cards, whiteboard, posters, handouts and songs.

#### *4th Grade/8 Years old*

##### *Pictures*

In the first class, pictures helped students engage with the topic. Pictures were used to focus the topic “Around the city” and the objective was to listen and identify different places in the city such as parks, banks, shopping centers, stadiums, museums and gas stations. The use of pictures in this class was pertinent because they helped the teacher to reach her objective. The teacher started with a good warm

up; after that, children felt comfortable and encouraged to start the class using the selected material. All children were participating actively when the teacher used these pictures. This material was very useful in this class because it helped students take advantage of the topic; also, it was used regarding the main points of the content. Moreover, pictures helped students identify different places in the city such as parks, banks, shopping centers, stadiums, museums and gas stations.

I consider that the material used in this class was very important for children because they helped students recognize some places in Esmeraldas province. Students identified different places using the material shown in this class. In addition, pictures are very important materials to use with students, especially with children because they keep students engaged with the topic and avoid distractions.

Likewise, it is important to mention that this material was used appropriately by the teacher since she considered students' age and knowledge. The objective was easy to achieve because the materials were developed regarding the learning styles. The teacher said the names of some cities and the rest of the students had to pronounce imitating the teacher. Most of the students did all the exercises given by the teacher correctly; the material used in this class was built according to students' level; therefore, pictures were used as their principal tool to understand the topic clearly.

The pictures were chosen correctly and their quality was excellent. This material was easy to handle in the class; the objective was achieved because materials allowed students understand the topic. The instructions given by the teacher helped students complete all the tasks in this class. Likewise, regarding the

qualities of the pictures such as size, color and content; they were clear, colorful and big enough; these important characteristics helped students learn better.

In the third class, the teacher considered the use of some pictures to focus the topic “What do you do?”, the objective was to learn about jobs and professions. The teacher formed groups of four students in order to work in class and she explained about some activities that adults do when they get any kind of job; at the same time, students were watching the pictures in each group. Students had to recognize and write the names of different jobs in the graphics. This material was important and pertinent because all pictures shown to the children were represented with clear information about jobs and professions. Therefore, materials were developed regarding the topic of the class; for this reason, students recognized quickly the jobs and professions that the teacher explained. In addition, students answered the questions asked by the teacher.

Pictures were used correctly in this class, students felt happy because they enjoyed working with these materials. In addition, I think that pictures are considered wonderful materials to use with children; furthermore, they help teacher and students reach the objective.

All the pictures shown by the teacher in this class were clear and understandable; it means, the materials were appropriate to be used in class but the most important aspect to highlight here is that the materials were developed according to students’ age and level. Therefore, students did the task without problems and they understood what they had to do in class.

The quality of this material was excellent because these pictures were printed with real colors and the images were clear to understand. The material shared

in this class, was made regarding visual learners. Besides, students were able to handle the material without any complication.

In the seventh class, the teacher used pictures about daily activities in order to focus on the topic “Hurry up” and the objective was to speak about the daily activities. The teacher used the whiteboard to stick her pictures. These pictures were printed with some daily activities that people usually do at home. The first picture was about the time people get up, second picture was about the time of breakfast, third picture was about lunch and the last picture was about the time that people usually go to sleep. The teacher spoke about her daily activities; after that, students had to pass one by one in front of the classroom in order to tell the class about their daily activities. All the pictures used in these classes were related to the topic of the class; for this reason, this material was considered pertinent because activities done with pictures helped students talk about daily activities. The objective was reached with a little complication because some students could not pronounce correctly neither recognize the daily activities but the teacher encouraged them to do exercises many times until they pronounce correctly; finally, the teacher achieved the objective and the students enjoyed this class.

Sometimes, teachers are not able to choose the correct material for teaching children but in this class the teacher selected correct material and developed her class in the right way. Teachers must feel comfortable and encouraged when they select their own material to use in class because it will help them get the aim.

Students felt comfortable when they were speaking about their daily activities, they realized that they were using appropriate materials in this class; for this reason, they did not have trouble when they used these selected materials. These

pictures were appropriate to work with students from 4<sup>th</sup> grade. It is important to comment that these pictures were developed and used according to students' age and level of language learning. They were able to handle this material applying their previous knowledge. In addition, this material helped students reach the objective easily because the exercises done were developed using the material appropriately.

The pictures used in this class helped students understand the topic because the shape of the pictures facilitated students to handle them. With the use of pictures in the class, visual students reached the target at the end of the class. Besides, students claimed that the use of pictures in the learning process helps them feel comfortable and encouraged.

In the tenth class, the teacher selected pictures in order to focus the nice topic "lunch time" and the objective was to learn the names of some fast food. First, the teacher explained about some names of fast food that people accustom to eat, especially on weekends. After, the teacher showed the students some pictures about fast food and they said the name of each picture aloud. The teacher chose some students randomly; they had to write on the whiteboard the name of the fast food selected by the teacher. All the exercises were done correctly because pictures were related and made regarding the content of the topic; for this reason, it was pertinent for this class.

According to my opinion, pictures in this class were pertinent because they helped students achieve the objective without any problem; also, the use of pictures is very important with children from beginner levels. All students were happy using the material so that they learnt the names of fast food quickly; likewise, all exercises done in class were easy to answer. They felt encouraged using pictures in this class.

As students worked using the material developed by the teacher without any complication, the teacher realized that the material was appropriate in this class. These pictures were made regarding students' age and level of understanding; for this reason, they felt happy doing all exercises with the teacher in class. Since the teacher regarded the previous knowledge of students, the exercises asked by the teacher were developed in order to improve students' knowledge. The use of pictures in this class helped the teacher get the target. In addition, Scott & Ytreberg (n.d, p. 5) state that "Most activities for the younger learners should include movement and involve the senses. You will need to have plenty of objects and pictures to work with and to make full use of the school and your surroundings".

Regarding the quality of the pictures used in this class, it was clear and easy to handle; besides, the color, shape and content helped students understand and enjoy the classes.

#### *White/black board*

The whiteboard was used to teach children in the second class. It was used to focus the topic "Around the city"; the objective of this class was to use prepositions of place. The teacher explained students how they had to use prepositions of place in different situations. In this class, students also had to work using their books because there were some exercises to complete using the prepositions of place. The teacher drew some graphics related to the prepositions of place on the whiteboard and students had to write the correct preposition next to these graphics. The teacher repeated these exercises many times until students understood and memorized them. Once the students finished the exercises on the whiteboard, they had to use prepositions in order to complete the exercises on their

book. In this class materials were used regarding the topic of the class so that students enjoyed doing the exercises on the whiteboard and on their books. The use of whiteboard was pertinent in this class; also, it helped students and teacher get the objective

Regarding the different uses of this material, I think the whiteboard is one of the most important tools to teach in class. But there are some problems when teachers use the whiteboard many times in their classrooms; for instance, the class becomes boring, students feel discouraged, uncomfortable and the objective is difficult to reach. Teachers are the unique people responsible of selecting the correct material to teach their students because the use of the correct material will help them to reach the objective. In this class the whiteboard was considered pertinent because exercises done in class were developed according to the content.

The class was planed carefully by the teacher since she realized that the whiteboard in some classes is regarded a good material to reach the objective. The teacher did a lot of exercises on the whiteboard regarding the students' age and level of knowledge. Besides, the teacher made competitions in which the students had to write the correct preposition of place next to the graphic; when the competition finished, students felt happy and motivated in order to continue doing other kinds of exercises. In addition, students used the whiteboard correctly; also, it was appropriate to use in this class.

The exercises done on the whiteboard were achieved regarding its quality; furthermore, the whiteboard helped students clarify the examples proposed in this class because the size of the whiteboard was big enough for writing and drawing.



In the eight class, the teacher used the whiteboard again. The topic was “Enjoying weekends” and the objective was to make sentences using the verbs given on the book. The teacher told the students that they had to check and analyze all the verbs in their books before passing in front of the classroom. Students took part in writing one sentence using the verbs given on the board; at the same time, the rest of students had to write their own sentence on the notebook. After, the teacher chose one verb; the students had to repeat three times until they learn. The teacher started doing one sentence as an example; after, students had to pass one by one in order to write their own example. When the students finished writing the exercises on the whiteboard, the teacher checked and corrected them; moreover, students checked their books. The exercises done in class were developed regarding the content and objective of the topic; likewise, all students were happy writing verbs on the whiteboard, they wanted to participate again and again. The use of material was pertinent and the objective was easily reached; furthermore, the content of their books helped them understand the topic.

After the teacher finished the class, I realized that the use of the whiteboard in the children teaching process was an effective tool not only for drawing or writing but also for additional practice. The use of the whiteboard not only depends on the teacher, it also relies on how the class is going to be developed. Likewise, the correct use of the whiteboard will help the teacher reach the objective.

Using the whiteboard in this class, the objective was reached and the topic was understood by students because all the process of teaching was done regarding the level of students and all exercises done in class were developed

according to the students' knowledge and age. In addition, the age of the students was not a problem because the whiteboard was appropriately used.

Regarding the whiteboard's quality; a lot of sentences were done on it, this material was used many times until the students understood the verbs given. In addition, three students took part in doing exercises at the same time because the whiteboard was big enough.

#### *Word cards*

This material was used in the fourth class; the teacher used word cards in order to focus the topic "Helping people", the objective was to write sentences using simple present tense. First, the teacher explained the task; after, students had to use word cards in order to carry out the exercises proposed in this class. This material was made regarding the topic and the objective proposed for this class. The teacher printed in her word cards some regular and irregular verbs such as work, write, sell, buy, read, need, help, drive, and walk. Students had to complete some exercises in their books using these irregular and regular verbs. Moreover, the teacher chose some verbs and did five exercises as examples; after the teacher finished doing the exercises, she stuck all word cards on the whiteboard because students had to read and choose one of them in order to complete the exercises in their books. Students did a lot of exercises using regular and irregular verbs in simple present tense and the teacher realized that word cards were pertinent because it helped students reach the objective and answer the exercises. In addition, it is important to mention that students were motivated all the time when they were using these word cards because they helped understand the topic.

I know that this material was made regarding the topic and the objective of this class. The material used by the teacher and students in this class was very important because children enjoyed using it.

The material used in this class was understandable for students; moreover, word cards were selected according to students' level of understanding and age. It means that the material used in this class was appropriate to use with beginners. Students understood the topic of the class and the exercises done in class were easy to solve. Students used word cards correctly; also, materials were designed taking into consideration the students' requirements. In addition, all students did many exercises using this material as they could, they did not make many mistakes because the material designed by the teacher was done regarding the students' previous knowledge.

The material selected for this class was clear and understandable; each student was able to handle all these word cards without problems. Since the teacher considered the characteristics such as shape, size and content, students reached the aim proposed for this class. In addition, the quality of this material was tested as excellent by students because all students could do the task explained by the teacher.

### *Songs*

In the fifth class, the teacher used a song in order to focus the topic "a beautiful day"; the objective was to listen and identify the days of the week. First, the teacher explained the tasks; after that, the students had to use a nice song in order to complete the exercises. The teacher shared the lyrics of the song with the students; the song was about the "days of the week". First, students had to read the lyrics aloud three times and when they finished, the teacher played the song on the tape recorder

and students had to follow the lyrics without singing in order to familiarize with this song. The first time the students sang the song and they made pronunciation mistakes but it was not a problem. In the second chance, students sang the song better than the first time. The lyric of the song was related to the topic of this class; therefore, after they sang the song they learnt the days of the week. This material helped students improve the pronunciation; likewise, the material used in this class was pertinent because students felt comfortable and motivated singing the song. The teacher designed this material regarding the content of the class to attain the objective.

In my opinion, this class was wonderful for students because the teacher used an interesting song to teach the days of the week. Most of the time, songs encourage students feel motivated and interested in learning a foreign language. In addition, songs are considered important materials to use in teaching children because they raise the potential to learn a foreign language.

The material used in this class was appropriate and interesting to attain the objective; likewise, the lyrics for this class were easy to read and understand. In this class, students learnt how to pronounce the days of the week; moreover, the song helped students achieve the objective proposed in class. Students sang three times the song and it was enough to enhance the students' pronunciation.

The song used in this class was selected regarding the students' age and level; for this reason, students felt comfortable working with this material and nobody had problems when using it.

The quality of this material was excellent, the lyrics were understandable, the content was related to the topic and students enjoyed singing the song. In addition, it is important to mention that the song motivated students.

### *Posters*

In the sixth class the teacher used nice posters to focus the topic “a beautiful day” and the objective was to write the days of the week. First of all, the teacher reminded students some important things about the pronunciation of the days of the week, which were practiced in the previous class. Therefore, students in this class had to write all the days of the week on the board. The teacher used two big posters about days of the week. One poster was colorful and it contained the days of the week written with big letters, it helped students read clearly each day of the week; moreover, they saw how the days of the week were written. In the second poster there were seven charts related to the days of the week; therefore, both posters gave the support to reach the objective, Students did the exercises using the material correctly, they wrote the days of the week without problems. In addition, this material was selected regarding the students’ age and English proficiency level.

I consider that posters are important materials to use with children; moreover, this kind of material gives students a clear idea about any topic. As I could see in this class, students were motivated working with this material, which had important information related to the content of the topic; for this reason, these posters were used regarding important aspects to reach the objective. As a conclusion, it is important to mention that the teacher is the unique person responsible of selecting the correct material to reach the objective in class; for this reason, if the teacher selects the correct material for using in the class, it will be easy to reach the objective.

The material used in this class was new for students because they had never used it before in English classes. This material played an important role in

children's learning process because it helped the teacher motivate students to participate in class. Through the use of posters, students understood what they had to do in the class; students wrote the days of the week on the whiteboard using the material as their help. The use of this material in this class was appropriate for students of this level, because the teacher regarded the students' level knowledge and their age.

The quality of this material was excellent, because the shape and size of the posters were appropriate to allow children a correct visibility and understanding of the theme. This material encouraged students and woke up the potential to learn a foreign language without distractions and boredom.

#### *Flash cards*

In the ninth class, students enjoyed working a lot with the teacher because the teacher used interesting and valuable materials. Flash cards helped the teacher focus the topic "helping people" and the objective was to classify the words using flash cards. The material was developed regarding the content of the class; it was related to places, jobs and actions that people do in some situations. The teacher had designed fifteen flash cards; five were about places, five about jobs and the rest was about actions. The teacher explained that students had to analyze and classify the flash cards following the activities on their books. Every student carried out the activities and the objective was reached.

I believe that the use of extra materials in the teaching process plays an important role because it helps students improve their language skills. In this class the teacher designed her own material to teach students and reach the objective. In

addition, they were motivated because the material was an important tool to learn about actions, places and jobs.

Students worked in class using the material designed by the teacher; they used this material doing a lot of exercises on the board and in their books appropriately. Likewise, the material used in this class helped students understand the topic because it was developed regarding the topic of the class, students' age and level of language knowledge.

The teacher designed appropriate material for teaching children of this level. Students understood all the activities done in class; likewise, the teacher considered that the material was appropriate to use in this class because it was easy to handle by students. Since the teacher used this material, students were encouraged to learn a second language; they enhanced their knowledge and the creativity.

The material used in this class was tested by students; the exercises done in class were accomplished without problems because the shape, clarity and size were well designed. Students felt comfortable and motivated when worked with this kind of material.

### *Learning styles*

The teacher planned the classes carefully and used all supplementary materials appropriately regarding the students' age, English proficiency and the variety of ways in which students learn better. Likewise, materials used by the teacher depended on the topic of the class; for this reason, the teacher developed their materials regarding pertinence, appropriateness and quality.

The teacher used pictures in most of her classes in order to improve the students' knowledge because all the activities proposed by the teacher and the use of

these materials were directed toward the diverse skills and abilities that students had to learn in every class; also, the teacher considered the use of pictures in her classes because some students were visual learners and they liked to learn using these materials.

An interesting song was used for teaching the days of the week, the song was used in this class in order to enhance the students' audio skills; besides, the material was used because some students were auditory learners. Students were enthusiastic and motivated singing the song; in this way, the teacher emphasized the topic of the class. In addition, students learnt the days of the week, enjoyed the class and improved their skills.

It is important to mention that three students liked to learn by memorizing; for this reason, they needed to use materials which helped them to enhance their knowledge and reach the objective; however, the teacher did her best effort when used her methods and techniques in order to encourage these students to reach the objective.

The teacher was aware that most of her students were visual learners; for this reason, the teacher used visual materials in most of the classes in order to improve their interest in learning a foreign language. Likewise, during the teaching process students were motivated and encouraged to participate in class using the materials selected by the teacher. Students enjoyed learning the language through the use of excellent materials in each class; likewise, the materials helped them feel motivated, enrich the level of language knowledge and increased the potential for learning a foreign language. In addition, in most of the classes the use of whiteboard, word cards, songs, posters and flash cards, kept the students engaged to the topic of



the class; likewise, Felder & Henriques (1995, p. 23) state: “Students learn in many ways-by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing.” For this reason, the teacher planned varied learning activities using the whiteboard, pictures, and real objects, which were essential to keep the students’ interest and meet the students’ learning styles.

#### *5th Grade/9 Years old*

##### *Flash cards*

In the first class the teacher used flash cards to focus the topic “the weather report”, the objective of the class was to listen, number and repeat the seasons and weather. The use of flash cards in this class was pertinent because this material was developed according to the topic of the class; therefore, it helped the teacher and students reach the objective. The exercises done in class were achieved using flash cards which helped students participate actively during the teaching process. Students had to develop different exercises using flash cards in the class, so the teacher formed groups of three students in order to develop the task. The first group that finished had to pass in front of the classroom in order to write the answers of the exercises. All students enjoyed using the material in class; the teacher helped students achieve the objective through the use of the material.

In my opinion, flash cards were important tools to use in this class, every student learnt about the seasons in Ecuador and also around the world; the material was developed according to the topic of the class. Moreover, the material used in this class was excellent to motivate students enrich the language; the teacher had put her best effort in designing this material to use in this class. Students were happy learning the name of seasons; moreover, they enhanced their pronunciation using

flash cards. In addition, it is important to take into account that the teacher is the unique person responsible of selecting the suitable materials to teach children of different levels.

It is important to mention that these supplementary materials were used appropriately by the teacher since she considered the student's age and knowledge. At the beginning of the class, the teacher showed some flashcards the students because students had to read, pronounce and copy the names of the weather and seasons in their notebooks. All these flashcards were used doing some exercises in class; furthermore, these materials helped students understand the topic and enrich the level of knowledge; likewise, students were participating actively during the class, they did not have problems when they were doing all the tasks asked by the teacher. In addition, this material was designed regarding the students' age, level of language knowledge and the learning style; the use of these materials in class encouraged students achieve the objective.

Finally, the quality of flash cards was excellent because they were made by the teacher regarding the shape, content and clarity to achieve the objective. This material was used doing a lot of exercises in class; the students were able to handle the material correctly with the exercises proposed in this class. During the class students enjoyed using this kind of material; moreover, they wanted to continue using flash cards in their next classes.

### *Pictures*

The second class was interesting because the teacher used pictures in order to focus the topic "the months of the year" and the objective was to learn months of the year. The teacher had got twelve nice pictures about months of the year because

using these materials, the teacher wanted to achieve the objective. The material used in this class was pertinent because it was selected regarding the topic of the class; moreover, it helped students reach the objective easily. The teacher used each picture and the students practiced months of the year. In order to check the students' level of understanding; the teacher chose some students randomly, each student passed in front of the classroom in order to select one picture and read aloud; also, they wrote one example on the board using the picture; at the same time, the rest of students completed the tasks on their books. In addition, students enjoyed this class; this material helped students achieve the objective and improve their language skills.

When the teachers use pictures in some of their classes, they motivate and encourage the students to learn a foreign language, pictures give them excellent visualization about content; also, they help them enhance the way of learning; likewise, this material helps students develop their own skills and abilities during the class.

The material used in this class helped students develop the exercises; pictures were used appropriately in this class. Also they were designed regarding the students' age and language level. The exercises done in class using pictures helped students understand the topic. All students were able to handle the material after the teachers' explanation; nevertheless, some students made mistakes when they did exercises on the board, it happened because they did not pay attention the teachers' explanations. In addition, this material was developed by the teacher regarding the topic and the students' learning style.

Regarding to the quality, this material was good because it was clear, colorful and understandable. Students were able to handle this material without

problems and did the exercises correctly. The shape, content and size helped students achieve the objective after the teachers' explanations.

In the fifth class the teacher used pictures in order to focus the topic "summer time" and the objective was to use vocabulary about summer time. The material designed for this class helped students solve the exercises. Before starting the classes, the teacher developed a nice warm up about a sunny day; after the teacher finished the warm up, she used eight interesting pictures about summer vocabulary such as beach, sea, sand, Frisbee, umbrella, towel, snorkel, bathing suit and sunglasses. Once the teacher presented the material, students were anxious to use it in class because it was colorful and easy to handle. While the teacher explained the activities, students were analyzing the instructions; they understood the tasks and started doing the exercises. The activities consisted on reading the names of the pictures aloud; also, they had to use the vocabulary printed on the pictures to write a lot of sentences on the board. The material was easy to handle, the content was clear and understandable because the pictures were made regarding the topic of this class. Using pictures in this class, students reached the objective without problems and improved their level of knowledge. In addition, students enjoyed the class doing exercises with this material; they felt encouraged and motivated to achieve the objective and the exercises done in class helped students take advantage of their own skills.

The material used in this class was appropriate for working with beginners; all this material was understandable because it was selected regarding the students' age and level of language. The use of pictures in this class helped some students with different learning styles achieve the objective because the teacher used

good methods and techniques to encourage students learn a second language through the use of pictures; likewise, all exercises done in class were developed regarding the students' age and level of understanding. One student passed in front of the classroom, chose one picture and wrote on the board an example using the vocabulary given, the student did not have problem because pictures helped him solve the exercise. In addition, the use of pictures in this class was very important because pictures improved student's level of knowledge and enriched new vocabulary. Pictures were designed regarding the students' needs.

The quality of this material was excellent since the teacher regarded the shape and size for teaching children. Likewise, students were able to use this material without problems; also, students used this material to write a lot of sentences with the vocabulary about summer time.

In the seventh class the teacher used nice and colorful pictures about animals because the topic was "visiting the farm" and the objective was to name the domestic animals that live in a farm. Before starting the class, the teacher explained about some animals that live in a farm; after that, the students used pictures in order to solve some exercises in their books. Pictures were important tools for the teachers' explanation because they helped the teacher clarify the students' doubts; moreover, pictures were designed regarding the topic of the class. On the other hand, the tasks for this class consisted on making a list about some animals that live in a farm but most of the students did not know the names of these animals; therefore, the teacher and students practiced a lot using vocabulary before completing their books. Pictures were an important help to solve the exercises in class; also, they were used to

improve the ways of learning a foreign language. In addition, this material was used correctly in class and helped the students achieve the objective.

As I know, the use of extra materials in classes is very important because it helps students understand the topic, the teacher must use the correct material in each class in order to achieve the objective. On the other hand, it is important to use pictures in classes because they increase the potential to learn a foreign language; also, pictures keep students engaged with the topic. As a conclusion, the material used in this class was appropriate to motivate the children's participation.

The teacher took advantage using this material in this class because the material improved their language learning and helped students understand the topic of the class. When students did exercises using pictures, they understood the topic of this class because the material was made regarding the students' age and level of understanding; moreover, pictures helped the teacher enhance the level of knowledge of some students with different learning styles because the teacher used good techniques and methods to apply with these students; therefore, the teacher chose pictures randomly in order to use with visual and kinesthetic learners and practiced many times until they understood. When the students used pictures, they solved the exercises without problems so that the students felt encouraged using this interesting material.

The quality of this material was excellent because the shape, size, clarity and the content were designed regarding the students' needs; also, the material used help them enrich their knowledge of English as a foreign language.

### *Word cards*

In the third class the teacher used small word cards in order to focus the topic “enjoying sports”, the objective was to know the names of some sports around the world. This topic was very interesting for students because they practice sports every time in their school and they wanted to do exercises using the material. Word cards were made by the teacher regarding the topic and the objective of this class; the information of this material was related the topic of the class. The teacher explained the topic doing some exercises using word cards on the board; after, students had to complete the exercises on their books using the names of sports. The exercises done by the students were developed taking into account the objective and topic of the class, students completed the exercises very fast because the material was easy to handle and understand. In addition, through the use of this material students could get the objective.

I consider that the teacher has to use appropriate material to teach students in each class because the correct material will help students understand the topic and achieve the objective. Teachers in all their classes must regard the use of the material taking into account the students’ age, level of knowledge, topic and objective of the class. In addition, material used in this class helped students understand the topic, improve the language learning process, and reach the objective.

The material designed for this class was made regarding the students’ age, level of knowledge and learning style. Students wrote many exercises using flash cards on the board, they wrote examples about soccer, tennis, jogging, etc. This material was appropriate to use with students of this level because through the use of this material they could understand the topic of the class and they learnt the names of

some sports. This material helped students discover some especial abilities about sports; also, they were interesting in this class. All the students participated actively in class doing the exercises quickly and when students asked the names of some sports to complete the exercises on their books, the teacher explained them through exercises using word cards. Students completed all the exercises and enriched their vocabulary; they also, improved the way of learning.

The quality of this material was excellent because students felt motivated and encouraged to use it. Some characteristics such as shape, size, content and clarity helped students reach the objective and handle the material correctly in this class.

In the eight class, the teacher used word cards in order to focus the topic “wonderful vacations” and the objective was to complete the exercises using the activities that people do on vacation. Before writing the examples on the board, students were encouraged with a competition using word cards in the class; after that, they used the material following the teachers’ instructions and the exercises were done without problems. Moreover, the teacher used the material in order to help students complete the exercises in their books. The material was designed regarding the topic and objective of the class, the use of this material helped the students improve their knowledge, enriched the vocabulary and the class became interesting and enjoyable.

I consider that the teacher is responsible to do the class boring or amazing; for this reason, the teacher must work in classes with good supplementary materials in order to encourage and motivate students. The teacher has to use interesting material and apply it using good strategies in order to catch the student’s attention. In



addition, in this class word cards played an important role in the teaching process because the students used this material correctly doing the exercises and most of the students enjoyed the classes.

The material used in this class was appropriate and important to use with this grade, it was designed regarding the students' age and level of understanding. Students used this material writing some exercises on the board, each student wrote a sentence explaining the place where they spend their vacations. They did not have problems when they did their own examples because the material helped them write the sentences correctly. Students practiced the exercises many times until they understood the topic; also, they improved their language level. When the teacher asked students to answer the exercises on their books, they chose the correct word card to complete the sentence; in addition, it is important to mention that the material was used according to the topic of the class.

The quality of this material helped students solve the exercises quickly because the shape, size and the content of word cards were designed regarding the topic of the class; also, it was clear and understandable.

In the ninth class, the teacher used word cards in order to encourage and motivate students learn a second language. The word cards helped the teacher focus the topic "a busy weekend" and the objective was to listen and complete the exercises on the book. The teacher showed the students some word cards about adjectives such as old, new, nice, beautiful, tall, fat, thin, wonderful and big. These adjectives were stuck on the whiteboard and students had to pass in front of the classroom after the teachers' explanation. The teacher pointed out the adjectives one by one; at the same time, students had to read and talk aloud, students practiced the

pronunciation many times until they improved it. On the other hand, this material helped students complete the exercises in the students' books; also, the material used in this class was pertinent and it was used regarding the topic of the class. The exercises done in class helped students reach the objective, improve the pronunciation and increase the vocabulary.

I think that students increase the vocabulary and improve the language skills if they use the correct material in each class. The use of word cards in this class helped students enhance their pronunciation and enrich their vocabulary.

The teacher asked one student to choose any adjective and read aloud; after that, the student read the adjective and made mistakes but the teacher corrected him until he pronounced correctly. The teacher was the helper during all the class because through the use of these materials students improved their pronunciation and enhanced their language learning. Word cards were made regarding the students' age and level of knowledge, this kind of material was appropriate to use with this topic.

Regarding the shape, size and the content, this material was made taking into account the students' needs. The objective was achieved because the teacher put her best effort using this material in this class correctly.

#### *Posters*

In the fourth class, the teacher worked with a big poster because the topic of this class was "What are they doing?" and the objective was to learn the names of some sports. Before starting the class the teacher showed students an interesting poster; likewise, this material was very useful because there were some pictures about sports printed in it. The sports were skating, surfing, sailing, swimming and skiing, students looked at the poster in order to analyze the name of sports. The

teacher explained students what they had to do in class with the material so that once students understood the explanation, they started working on their books. Using the material, students completed the examples on their books and enriched their vocabulary; they also, improved their language learning. The teacher pointed out the sports randomly and students repeated the name of each sport in Spanish. Once the teacher helped students pronounced each word in English, students repeated them until they memorized and pronounced correctly. In addition, the material used to answer the exercises on the board and on their books was made according to the topic and objective of the class; furthermore, it was pertinent and used correctly.

I think that the most important materials to use in some classes must be designed regarding topic and objective of the class. Likewise, the materials used in each class have to motivate students learn a foreign language. The poster used in this class was very interesting and helped students in their individually tasks.

The material used in this class was designed regarding the students' age and level of language learning. The exercises done in class were answered using the material and following the instructions of students' books, most of the exercises were easy to solve because the material was related to the topic and helped students understand the vocabulary about sports. Students did many exercises in class in order to understand the topic and reach the objective; likewise, students were motivated when they used the material because it was easy to handle and it was appropriate for this class.

Since the teacher regarded the quality of the material, she designed a poster with interesting content, good size and the shape was wonderful; therefore, students

were able to use the material easily and without problems. All the students were happy and encouraged to participate in class using this material.

### *Whiteboard*

In the sixth class, the teacher used the whiteboard in order to focus the topic “visiting the farm” and the objective was to write sentences using “there is and there are”. The teacher explained all the instructions about the topic of this class in order to help students answer the exercises, the teacher did many examples using “there is” and “there are” until students could understand the theme; when the teacher finished her explanation students had to analyze the examples and complete the exercises on their books using “there is” and “there are” following the teachers’ instructions. The material was not very useful because students were a little bored using it; also, this material did not help them reach the objective. Although the teacher used the material taking into account the topic of the class and developed a lot of exercises in it, students could not understand neither solve the exercises. In addition, this material was not pertinent to use with this topic although the teacher worked very hard in class.

If the teachers want to use the whiteboard as supplementary material in their classes, they have to take advantage of it doing a lot of exercises in order to reach the objective and avoid the students’ disorder. The exercises done on the whiteboard must be understood by the students, but if they cannot understand the topic of this class, the teacher has to use different techniques, methods and strategies in order to motivate students learn a foreign language and reach the goals.

The use of the whiteboard in this class was not appropriate to use with this topic because they were not motivated before starting the classes; moreover, they felt

discouraged because they did not have another extra material to use in this class. When the teacher was writing some exercises using “there is and there are” on the board, some students were not paying attention and causing disorder in class; for this reason, they did not understand the topic. On the other hand, although the teacher regarded the students’ age and level of knowledge for using the whiteboard with this topic, the students could not understand the topic neither reach the objective. The material used in this class was not appropriated to use with this topic because the students were confused when the teacher explained the use of “there is” and “there are”. In addition, the students needed another extra material to understand the topic as well as the exercises done in class.

The quality of this material was not good because students did not enjoy doing the exercises in class; likewise, the material used with this topic did not help the students and teacher in the process of teaching and learning.

#### *Handouts*

In the last class, the teacher used handouts in order to focus the topic “let’s count” and the objective was to form sentences in simple present tense. First, the teacher formed groups of three students and gave two handouts for each group, the handouts contained verbs such as count, add, subtract, multiply, divide, win, lose and spend. The teacher explained students that they had to complete the exercises in their books using the verbs given; furthermore, the students had to use the handouts and completed some exercises that the teacher put in the material but some students did not complete the exercises because they did not know the meaning of some verbs; therefore, the teacher gave the meaning and students completed the tasks. The material was designed regarding the topic and objective of the book; moreover, the

use of this material was pertinent in this class because it helped students enrich the vocabulary, improve their language learning and reach the objective.

According to my opinion of this class, the teacher is the unique person involved in designing the correct material to use with any topic of the class. In this class students feel motivated when they used this material; the teacher selected this material to encourage students reach the objective. In addition, the exercises done in class must be answered using the material correctly; also, the teacher must monitor the students constantly in order to check the students' mistakes as well as correct them.

The teaching process was managed correctly by the teacher because the material used in this class helped students understand the topic. The material used in this class was made taking into account the students' age and level of language knowledge; therefore, the sentences done by the teacher and students helps them understand the topic of this class. Simple present sentences were done by students using the verbs given for this class; therefore, all the exercises done by students were based on the topic of the class; the material was used appropriately and helped students understand correctly the topic of the class.

The material used in this class was excellent, the shape was big enough and the content was clear and understandable. The objective proposed in this class was achieved by students because they handled the material correctly. The exercises done in class were answered easily by the students because the quality of this material helped them solve the tasks.

### *Learning styles*

The teacher used pictures, word cards, flash cards, posters, whiteboard and handouts in order to improve the students' language learning and increase the interest in learning a second language. In most of her classes, the teacher used pictures and word cards because she realized that some students learn better if they use understandable material with, good visualization, bright colors, clarity and relevant information. Likewise, the teacher took into account that students learn a foreign language more easily if they use real objects; for this reason, the teacher selected the correct material for each class because she realized that most of students of this grade were visual and kinesthetic learners. In addition, Pashler and McDaniel (2009, p. 106) state: "Some students seem to learn better when information is presented through words (verbal learners), whereas others seem to learn better when it's presented through pictures (visual learners)". For this reason, the teacher planned different kinds of learning activities in order to motivate students using the whiteboard, pictures, posters, flash cards, word cards and handouts, which were essential to keep the students' interest, raise the potential to learn a foreign language and meet the students' learning styles.

### *6th Grade/10 Years old*

#### *Word cards*

In the first class, the teacher used some word cards in order to focus the topic "be happy" and the objective was to make sentences using adjectives. The adjectives printed on the word cards were happy, sad, bored, angry, scared, tired, rested, worried, hungry and thirsty. The teacher stuck on the whiteboard all the word cards and the students had to pass one by one in front of the classroom and choose

one of these adjectives in order to write one sentence; moreover, they had to complete the exercises on their books. The process of teaching and learning was developed in an excellent way by the teacher and students because the material used in this class was selected regarding the topic and objective of this class. Also the material was pertinent to use with students of this level. Students did many sentences using adjectives and these exercises helped them increase the vocabulary, understand the topic, and improve the level of language knowledge. All sentences made in this class were done in relation to the topic of the class and the objective was reached.

In my opinion the teacher cannot forget that the material is an important tool to use with students of low levels; therefore, vibrant colors and appropriate size of word cards helped them improve their language skills. Likewise, in this class the teacher used the correct material in order to focus the topic and reach the objective.

Students handled the material without complications because the exercises done in class raised the potential to learn a foreign language; also, it is important to mention that this material was designed regarding the students' age and level of language learning. In addition, the material was appropriated to use with students of this level; for this reason, students enjoyed making exercises with this material.

Regarding the quality of this material, word cards were clear and understandable, the size was big enough, the shape was manageable, and the content on this material was related to the topic of the class; for these reasons, students did not have problems when they used the material in class.

In the fourth class, the teacher used word cards in order to focus the topic "visiting the city" and the objective was to look at and solve the crossword. Before starting the class, the teacher motivated her students with a nice warm up. Then, the



teacher explained the activities that students had to do using the material in this class. The material was about vocabulary such as bank, museum, hotel, restaurant, coffee shop, pet shop, stadium, theater post office and drugstore. The teacher showed the word cards to the students; at the same time, she told the meaning of each word card in order to help students understand the vocabulary; after the teacher explanation, students had to copy the meanings on their notebooks to complete the crossword. It is important to mention that this material was made regarding the topic and objective of the class. The exercises done by students in class helped them reach the objective, enrich the vocabulary, and improve the level of language.

I consider that the teacher is responsible of designing the suitable material to use with children in each class. If the teacher selects the suitable material to work in class, children will get the objective easily. On the other hand, in this class the teacher and the students were happy and enjoyed the class because the material was used correctly.

Exercises and material were made and developed according to the students' age and level of understanding. The teacher did many exercises using the vocabulary until students understand the topic; after that, students practiced with the teacher many times in order to complete the crossword. Therefore, the material helped students complete the task, learn new vocabulary and improve their language skills; for this reason, this material was appropriate to achieve the level of understanding of this topic with children of this grade.

The content of this material was clear and understandable; the shape was big enough, the size was manageable; therefore, students were able to handle this material easily. Likewise, the students enjoyed the class and were motivated to use

this material because they were perfectly visible for children and helped students understand the topic.

In the eight class, the teacher used word cards about “what, where, which, what and who”, in order to focus the topic “Merry Christmas” and the objective was to complete the questions in simple present using information questions. First, the teacher explained students how they had to use the rule in order to form questions using the material; moreover, the teacher wrote five examples using word cards in simple present tense. After the teacher’s explanations, students had to analyze the meaning of each information question in order to complete the exercises on their books. The teacher chose two students in order to write other examples using word cards on the board, the examples had to be according the topic and regarding the objective of this class. The material was designed regarding the topic of the class and the objective proposed.

According to my opinion, I am sure that students enjoyed the classes because the teacher used suitable material for understanding the topic of the class. Also, the teacher used relevant material to wake up the students’ interest in learning a foreign language and increase the vocabulary.

During the class, the students handled the material without complications; for this reason, the teacher considered word cards appropriate to use with children of this level. Likewise, students followed the rules explained by the teacher in order to solve exercises proposed in class; all students wrote many sentences in simple present tense using the material. In addition, this material was selected to use in this class because it was designed regarding the students’ age, and level of understanding. Also it is important to mention that the teacher used this material regarding how

some students learn a foreign language; for this reason, the material helped students enrich their knowledge and improve their language learning.

The quality of this material was excellent; each information question on the word card was clear and understandable. The material helped students to solve the exercises and reach the objective.

In the tenth class, the teacher used nice word cards in order to focus the topic “time to share” and the objective was to find the actions that people do on holydays. This material was made regarding the topic and the objective of this class. Word cards were about some verbs such as give, receive, decorate, celebrate, call, put, cross, find, turn off, and turn on. First, the teacher stuck the word cards on the whiteboard and gave some instructions to the students. The tasks consisted on guessing the actions that the people do every holyday in different places; so that, the students analyzed the material and after they completed their books using the verbs given in the topic; likewise, every student passed in front of the classroom and chose one word card, wrote the sentence and read the example aloud. The material used in this class was pertinent, because the teacher designed it regarding the topic and objective of this class. All exercises practiced in class helped students raise the potential to learn a foreign language and reach the objective.

At the beginning of the class the teacher always has to motivate and encourage students in order to awaken the interest in learning a second language. The teachers do not have to forget that the use of different kinds of materials in class helps students understand the topic also reach the objective. The material used in this class helped students improve their language skills.

Word cards helped students improve their language learning, the verbs enriched the vocabulary and they understood the topic. The material was made taking into account the students' age and level of language knowledge. In addition, at the end of the class students understood different activities that the people do in holidays also they did many examples using the material in order to reach the objective.

The shape and size of word cards were easy to handle by the students; moreover, the letters printed on the word cards were colorful, perfectly visible, and interesting to awaken the interest in learning a foreign language.

### *Pictures*

In this second class the teacher brought some pictures about interesting vocabulary and prepositions of place. The topic was "a crazy trip" and the objective was to learn new vocabulary using prepositions of place. The teacher showed some pictures to the students and she explained the tasks for this class; likewise, the content of the pictures was about vocabulary such as astronaut, spaceship, sky, moon, star, planet, comet, galaxy, earth and alien. Likewise, prepositions of place were on, at, in, above, behind, under and next to. Students had to make sentences using the new vocabulary and using prepositions of the place in order to complete the exercises in their notebooks. The teacher wrote five examples explaining how to use prepositions of place in sentences and after the teachers' explanation, students understood the rule; also, they did many examples until they understood the topic. All exercises done in class were developed regarding the topic of the class; the vocabulary and prepositions of place helped to enhance the students' knowledge and enrich the vocabulary. After many exercises using pictures in this class, students learnt how the prepositions are placed in the sentences. The teacher monitored

students in order to check if they made mistakes. In addition, the material used in this class was designed regarding the topic and the objective of this class.

In my opinion, I think that every topic can be understood by students if the teacher used suitable material for each class; besides, depending on the topic, the teacher must use interesting material in order to catch students' attention and avoid distractions. The teacher used pictures in this class in order to motivate students learn a foreign language. Furthermore, students used the material and wrote the sentences taking into account the teachers' explanations. This class was interesting because the teacher and the students enjoyed doing exercises and using the material.

The material used in this class was designed regarding the students' age and level of language learning. Likewise, the exercises developed in class were planned for increasing the interest in learning a foreign language. The students applied their creativity to form sentences using the vocabulary as well as to complete the exercises using prepositions of place on their books. All the tasks done in class were developed regarding the topic of this class; moreover, this material was appropriate to use with children of this level. In addition, Scott & Ytreberg (n.d, p. 5) state that "You will need to have plenty of objects and pictures to work with and to make full use of the school and your surroundings".

The quality of this material was excellent because the shape was big enough and easy to handle. The pictures were printed with bright colors and big letters in order to catch the students' attention. The uses of this material in this class improved students' language learning and enriched their vocabulary.

### *Flash cards*

In the third class, the teacher made her own flash cards in order to focus the topic “my friend the alien” and the objective was to memorize new verbs such as feel, make up, meet, see, smile, cry, laugh and start. The teacher wrote a rule and explained how students had to use the new verbs in sentences; furthermore, the teacher wrote many sentences on the whiteboard using the rule and the material; after that, students had to write the sentences using the rule given by the teacher. The material was designed regarding the topic and the objective of the class; likewise, the exercises done in class were carried out in relation to the content. Students and the teacher did many examples in order to understand the topic and reach the objective. It is important to mention that through the use of this material, students completed the exercises, improved their knowledge, and memorized the verbs.

Teachers have to use relevant material in order to keep students interested in learning a second language. For this reason, the teacher selected the correct material to focus the topic and achieve the objective in this class. I consider that the material must be designed regarding the topic of the class and the objective proposed.

The material used in this class was designed regarding the students’ level and age. Likewise, through the use of this material in class, students understood the topic; also, the objective was reached. The students’ age was not a problem when they used the material doing sentences because the material helped them increase the level of language learning and motivated the interest in learning a foreign language. During the learning process students used the material making sentences and

completing the exercises with the verbs given on their books. At the end of the class the teacher tested them asking some questions in order to check the learning process.

The shape of this material was big enough; therefore, it was easy to handle in class; also, the material was clear and easy to understand; for this reason, students could achieve the objective without problems; likewise, the size was suitable to use with the students of this level. They were happy and motivated using this material in this class.

In the fifth class the teacher used flash cards in order to teach new vocabulary because the topic was “a wonderful soiree” and the objective was to describe the professions using simple present of verb to be. The teacher had brought twelve flash cards about some professions such as waitress, waiter, guide, detective, architect, engineer, actress, actor, musician, singer, lawyer and veterinary. Before starting the class, the teacher explained the rule about how they had to form sentences using simple present of verb “to be”. Some students at the first time did not understand the explanation but the teacher wrote many sentences describing the professions using the verb “to be”. After the teacher’s explanation, the flash cards were stuck on the board in order to practice with students. One student passed in front of the classroom and chose one flash card in order to describe the profession; likewise, the student wrote two sentences using the simple present of verb “to be”. In addition, the material was made regarding the topic and the objective of the class so that the exercises done in class were developed in relation to the topic. All this process became enjoyable because the material used in this class was pertinent and helped students achieve the objective.

When the teacher is going to teach a difficult topic, the teacher must use interesting and suitable material in order to involve students with the topic. In this class students had a little problem with the use of simple present of verb “to be” but the teacher explained the rule until students understood the use, the teacher did a lot of sentences in class. In addition, the teacher must be sure that the students had understood the rule when the topic is about tenses; for instance, present, past participle, etc.

Students considered that this material was appropriate to use in this class because it was designed regarding the students’ age and level of knowledge. After many exercises done by students in class, they understood the topic; also, the material helped students improve their knowledge and increase the vocabulary. In addition, the objective was reached because students did a lot of exercises on the whiteboard describing the professions and using the verb “to be” in simple present.

The quality of this material was excellent because the shape caught the students’ attention, the content was clear to understand and related to the topic of this class and the size was big enough to handle in class.

In the sixth class, the teacher used flash cards in order to teach students some verbs. The topic of this class was “I lost my dog” and the objective was to write sentences using verbs such as send, dance, sing, built, investigate, design, spend, know, hurt and help using simple present tense. The teacher explained the rule of simple present doing a lot of affirmative sentences on the whiteboard. The rule was (S+V+C) and one of those examples was “Luis dances in the classroom”; after the teacher’s explanations, students had to select one flash card and write a sentence using simple present tense on the whiteboard while the rest of students had to do



affirmative sentences in their notebooks. Besides, in order to reinforce the explanation the teacher told the students that they had to take into account the changes when they write sentences using the third persons (he, she and it) because the verb changes in these personal pronouns. The students practiced a lot exercises using the verbs given until they understood how the rule must be used in affirmative sentences using simple present tense. To conclude, this material was used in relation to the content and designed regarding the topic and the objective proposed for this class.

The teachers must remind that the use of supplementary material in class is very important because through the use of it; students can understand the topic and reach the objective. In this class the material was appropriated to use with children of this level also it helped students solve the exercises.

The exercises done in class helped students learn the simple present tense also the verbs used in this class helped students increase their vocabulary. This material was designed according to the student's age and level of language learning. The teachers' methods and techniques helped students understand the topic; likewise, the students were able to handle the material correctly. In addition, students wrote the sentences using the verbs given on the flash cards and the objective was reached.

The material was built regarding the students' needs. The shape, size and content was interesting; for this reason, this material caught the students' attention, moreover, this material helped students reach the objective.

#### *White/blackboard*

In the seventh class, the teacher used the whiteboard in order to focus the topic "we are lost" and the objective was to read, look at and draw the route on the

map. The teacher wrote vocabulary about the city because the students had to answer different questions. The vocabulary contained words such as street, road, avenue, corner, sidewalk, square, block, straight, left and right; also, the teacher drew a map on the whiteboard in order to do exercises using it. Using the vocabulary students had to recognize and complete the map. At the first time, the teacher used the vocabulary and placed the names on the map in order to show the students. After the teachers' example, one student had to write a route on the map using the book's directions. The exercises practiced in this class helped students understand the topic and reach the objective; likewise, the whiteboard was used correctly with this topic. In addition, the material used in this class was designed according to the topic of this class and the objective proposed.

The teacher is responsible to motivate students before starting the class; also, the teacher must introduce the material to use with the topic of the class. In most of the cases, the use of the whiteboard sometimes becomes boring because the teacher does not use it correctly but in this class, students enjoyed doing many exercises and the class became funny. I consider that the whiteboard is an excellent material when the teacher uses it correctly.

The teacher used this material applying her methods and techniques correctly. Exercises done in class helped students understand the topic and increase their vocabulary. The teacher planned this class regarding the student's age and level of language knowledge. Likewise, the teacher considered that the material designed for this class was appropriate to use with this topic.

The teacher exploited the whiteboard doing a lot of exercises; also, the students practiced many times using the vocabulary about the city. In addition, the use of whiteboard in class helped students answer the exercises.

In the ninth class, the teacher used the whiteboard in order to focus the topic “thanksgiving” and the objective was to read and comprehend. The teacher in this class did not prepare the topic because she claimed that she had a problem and she felt a little tired. For this reason, the teacher worked with the students’ books and the exercises done in class did not help students understand the topic. In addition, the material used in this class was not pertinent

I consider that the teachers must be motivated and ready for teaching any topic; also, they have to improvise their classes if they do not have supplementary material in hand. Likewise, the teacher has to develop many kinds of exercises and activities in order to take advantage of any kind of material.

Taking into account the appropriateness, this material was not used regarding the students’ age and level of language knowledge. The teacher spent the time doing exercises but the students did not catch the explanation.

The teacher spent her time just reading and speaking so the quality of this material was not good enough improving the students’ knowledge neither increasing the vocabulary.

### *Learning styles*

To conclude, the teacher planned the classes carefully and used supplementary materials appropriately taking into consideration the relation of the content and the variety of ways in which students learn. The teacher taught students regarding their needs and requirements; for this reason, the teacher considered some

important aspects such as key points, shape, size, the clarity of the words and bright color in order to involve students learn a foreign language.

Likewise, exercises done in class were developed in relation to the content; furthermore, in the teaching process the teacher realized that most of the students were visual learners; for this reason, the teacher used relevant material such as flash cards, pictures, posters, word cards and whiteboard so that all these materials were handled by the teacher and the students in an excellent way. In addition, flash cards, pictures, white/black board and word cards helped the teacher to accomplish her teaching goals.

On the other hand, some students liked to work by using songs and films; they were considered audio visual learners but the teacher could not use any kind of material in order to help them; therefore, the teacher highlighted the most important aspects of the topic using the material in order to help audio visual learners. In order to take advantage of these students, the teacher taught visual learners face to face exercises and sent easy homework for the next class. It helped them increase interest in learning a foreign language.

Using the material in class correctly, the teacher and students reached the aim but only a few audio visual learners had problems when they did exercises in class but the teacher applied her best effort and used excellent techniques and methods in order to encourage students reach the objective and awaken the interest in learning a foreign language.

In addition, as the teacher realized that some students are curious and extrovert in class, the teacher did for them interesting exercises. Moreover, Woolfolk (2007, p. 125) states “Sometimes students prefer to learn in a certain way because

they have no alternatives, it is only the way they know how to approach the task. These students may benefit from developing new and perhaps more effective ways to learn”. Likewise, Felder & Henriques (1995, p. 24) state “The material presented in every class should be a blend of concrete information (word definitions, grammatical rules) and concepts (syntactical and semantic information, linguistic and cultural background information)”. The teacher must take into consideration that there are many kinds of students that learn in different ways such as memorizing, visualizing, hearing, reading, etc. Therefore, Felder & Henriques (1995, p. 21) state “Students learn in many ways-by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing. The ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual’s learning style”. Moreover, the teacher is responsible to plan the classes using different methods, techniques and the most relevant materials in order to involve, motivate and encourage students learn a foreign language.

### *Quantitative analysis*

The materials used in the teaching process were eighteen but the teacher in her classes only used seven materials in order to involve students with the language; moreover, these materials helped students reach the objective and understand the topic of the class. The most common materials used by the teacher more than once in the third, fourth and fifth grade were word cards represented with 28%, pictures with 28%, flash cards with 17%, whiteboard represented with 14%, posters with 7 %, handouts and songs represented with 3%; we can see these results in chart 1.

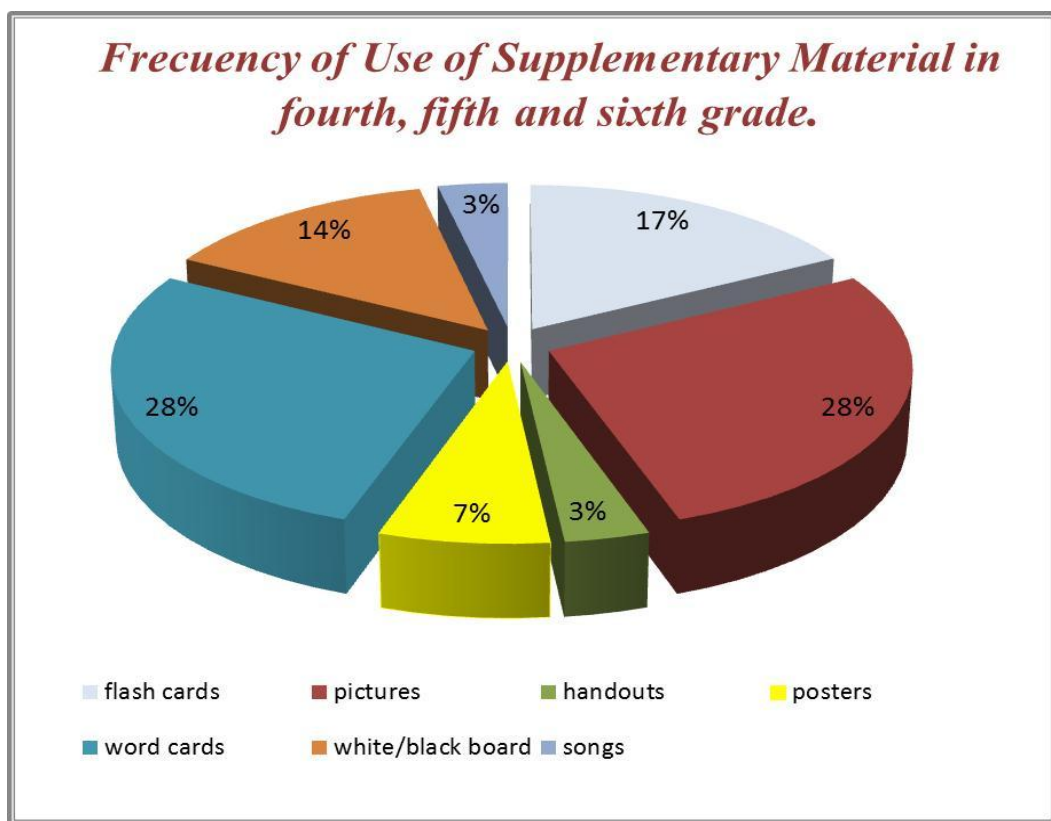
The teacher selected these kinds of materials to use in class because she realized that students from fourth, fifth and sixth grade liked working with visual materials; moreover, the teacher took into account that most of the students were considered visual learners.

It is important to mention that the teacher did not develop another kind of material for students who liked learning a foreign language using different kind of materials; for instance, some students wanted to practice the language using computers but the institution did not have a computer laboratory; likewise, other students wanted to watch films and there was not any television inside the classrooms.

The teacher applied interesting methods and techniques such as drawing, copying, imitating and the teacher made her own materials in order to motivate and encourage students reach the objective in her classes. Students practiced a lot using these methods and techniques until they understood the topic and could reach the objective.

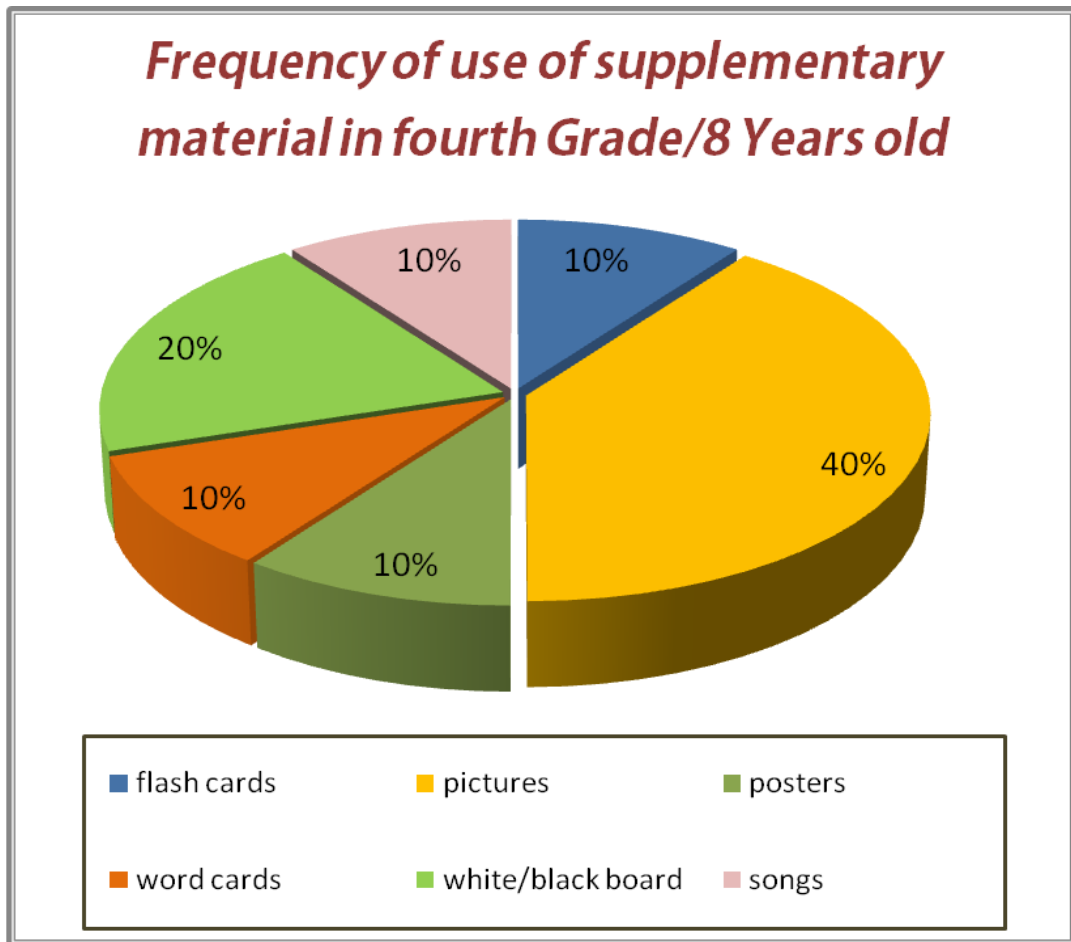
On the other hand, visual and audiovisual learners took advantage of the class using this kind of material but students who wanted to use computers and television had problems on the acquisition of language because the institution did not have these materials. In addition, the teacher is the unique responsible to prepare, design and choose different kind of materials in order to help students reach the objective, understand the class and awake their interest in learning a foreign language.

Chart 1



Author: Edgar Maila

Chart 2



Author: Edgar Maila

The results in chart 2 show us that the most common material used for teaching a foreign language in fourth grade was pictures which is represented with 40% and whiteboard with 20%; likewise, the rest of the material used frequently is represented with 10 %.

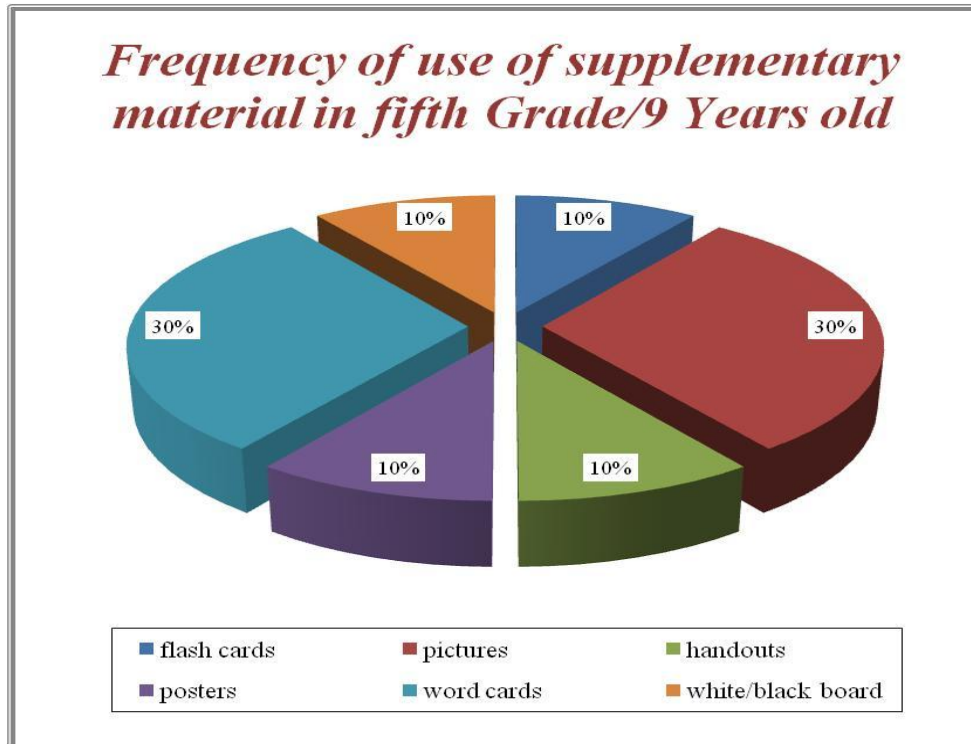
The teacher considered that twelve students learn better if they use pictures and whiteboard in her classes. Therefore, the students worked motivated using these materials because they helped them understand the topic and woke up the interest in learning a foreign language; likewise, the use of these materials in class was an important stimulus to involve students with the language. Moreover, the use



of flash cards, pictures, posters word cards, whiteboard and songs helped students reach the objectives proposed in the class, improve their knowledge and enrich the vocabulary.

On the other hand, materials designed for each class were selected taking into account its quality, the content of the material, the topic of the class and regarding the pertinence and appropriateness for using with children. At the end of the classes, the teacher was happy because she realized that the use of supplementary materials in each class was very important because through the use of these materials the students were able to solve the exercises easily and they raised the potential to learn a foreign language. To conclude, students in every class were able to handle the material doing the exercises correctly; furthermore, the teacher considered that the materials used in her classes were important tools to help students understand the topic.

Chart 3



Author: Edgar Maila

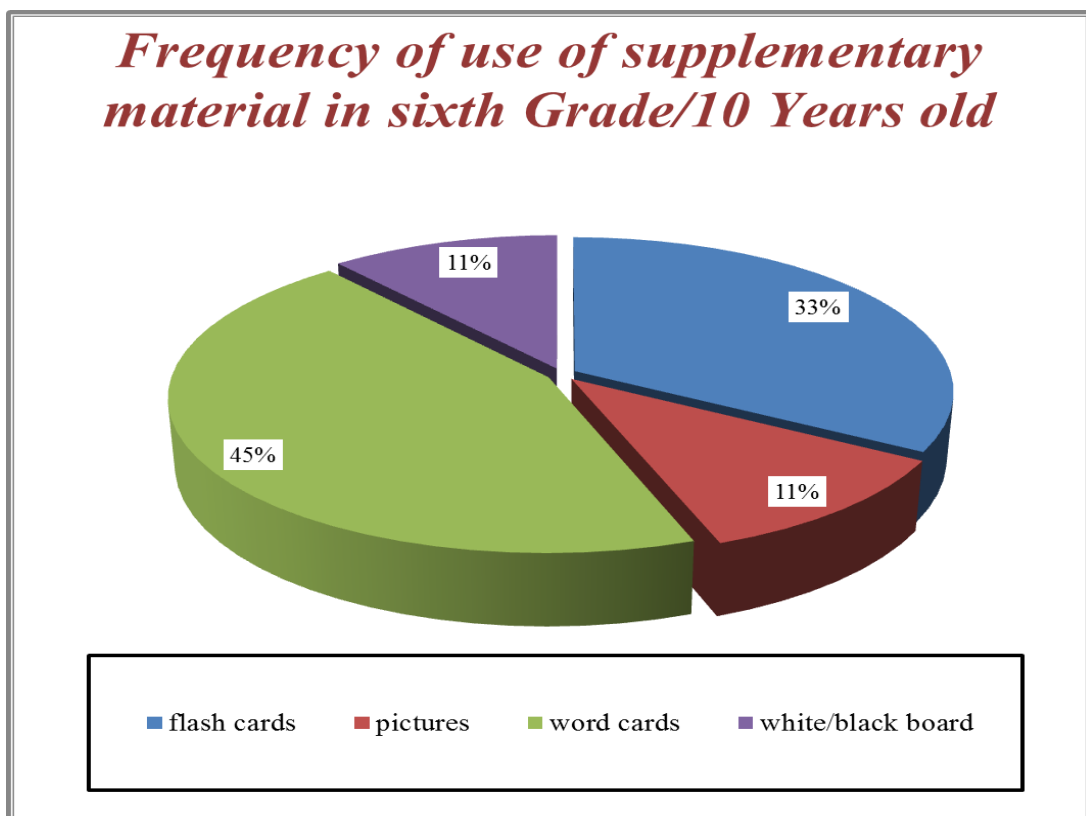
Chart 3 illustrates the frequency in which the materials were used with twenty one students in the fifth grade. The topics that students enjoyed were “The months of the year”, “Visiting the farm”, “Enjoying sports” and “Wonderful vacations” because in these topics, students had the opportunity to manage the material without complications; as a result of the use of each material, pictures and word cards were the most used in this class, which represents 30 %; likewise, the materials used frequently correspond to with 10%.

The students’ comments helped the teacher design the correct material in order to use in her classes; moreover, each material used in class helped students improve the language learning and enhance the level of language knowledge; likewise, when the teacher introduced the material in each class, the students felt happy because they enjoyed using the material and doing the tasks. Using these

materials with the topic of the class, students were able to reach the objective and the classes became more enjoyable and funnier.

Students claimed that these materials are rarely used by them in order to reach the objective with other subjects. Therefore, the teacher said that most of the time students liked working with colorful, real and interesting materials in order to understand the topic and reach the objectives.

Figure 4



Author: Edgar Maila

The percentages in which materials were used in the sixth grade are shown in figure 4. The results of these percentages were obtained after observations in this grade. The use of word cards is represented with 45%, flash cards with 33% and the use of whiteboard and pictures which correspond to 11%. Word cards were used more than the rest of materials because the teacher realized that students understood

some topics using this kind of material. The materials were designed regarding the students' needs and in the learning process students enjoyed the class, reached the objective and woke up their interest in learning a foreign language. Students were able to handle the material without any problem because the quality, content and its importance helped students in the learning process.

All these materials were designed regarding the students' age, level of knowledge, topic and objective of the class. After the teacher finished her classes, the teacher claimed that when her students were learning a foreign language, they enjoyed using materials that help them understand the topic.

## Conclusions

- The use of supplementary materials in classrooms plays an important role during the process of teaching English as a Foreign Language because it reinforces the student's knowledge with material which they can touch, see, comprehend and understand by using ludic activities; likewise, the class becomes funnier and exciting for students, especially for those who has difficulty to understand.
- Seven types of resources were recognized, from the suggested list of eighteen; therefore, the teacher used during this research supplementary materials such as whiteboard, songs, handouts, posters, word cards, flash cards, pictures to teach English as a Foreign Language.
- In most of the classes, the teacher considered that the use of the material was essential for enhancing the student's knowledge; for this reason, the teacher used pictures, word cards and flash cards in order to encourage students and keep them working actively. The supporting material was a great help for the teacher and the students who were interested in reaching the objective at the end of each class.
- Regarding the appropriateness of the materials used in class, the teacher selected them taking into account the student's level and understanding; for this reason, children reacted favorably using the supporting materials in the class. These supplementary materials were selected taking into account the relevant aspects of appropriateness.
- The teacher used the diverse supplementary materials regarding important aspects that children need to learn a foreign language such as: age, level of

knowledge, and learning styles; therefore, the use of these supplementary materials allowed children to learn and understand the topics in a favorable way.

- The topic and the objective of the class were analyzed carefully by the teacher when planning the class; in addition, the teacher selected childhood music to listen to, understand and identify new vocabulary so that students can reinforce the audio skills during the teaching learning process.
- The imagination, experience and creativity of the teacher to teach English as a Foreign Language in an attractive, funny and interesting way were focused in the good quality of the supplementary materials that were selected for each class.

## Recommendations

- The authorities of the researched institution should equip the English classrooms with a wide range of supplementary materials which must be designed by parents and teachers. Likewise, the designed materials have to be attractive, colorful and useful for each class. Also, the classrooms must have the best environment where students can get the best learning experience.
- The teacher must use the supplementary materials through remarkable strategies and techniques so that students feel capable to reach the objective in their learning; besides, they will be able to perceive and apply in an optimal way what they have learnt in each class.
- The materials used in class must be designed and selected according to the topic and the objective of the class. Therefore, if the teacher uses the supplementary material in each class correctly, the level of the students' knowledge will improve remarkably in learning a foreign language, without forgetting practice the use of ingeniousness and creativity to reach the objective.
- The teacher must select the diverse supplementary materials regarding important characteristics such as: shape, size color, and content related to the each class topic in order to attract the student's attention.

## References

- Bot, K., Ginsberg, R. B., & Kramsch, C. (1991). *Foreign language research in cross-cultural perspective*. New York: John Benjamin's Publishing Company.
- Burnett, C., & Myers, J. (2004). *Teaching English 3-11: The essential guide*. New York: Antony Rowe Ltda.
- Charles, K., & Lawrence, K. (2002). Effective ways to use authentic materials with ESL/EFL students. *The Internet TESL Journal*. Retrieved April 27, 2011, from: <http://iteslj.org/Techniques/Kelly-Authentic.html>.
- Felder, R. M., & Henriques, E. R. (1995). Learning and teaching styles in foreign and second language education: *Foreign Language Annals-Spring*, 28, 21-24.
- Gomleksis, M. N (2001). The effects of age and motivation factors on second language acquisition. *Firat University Journal of Social Science*, 11, 217-224.
- Harmer, J. (1991). *The practice of English language teaching*. New York: Longman Group Limited.
- Hwang, C. C. (2005). Effective EFL education through popular authentic materials. *Asian EFL Journal*, 7, 1, 1-12.
- Hurrell, A. (1997). *Foreign language learning in primary schools*. Germany: Council of Europe Publishing.
- Kazuko, N., & Takeuchi, O. Edasawa, Y. (1989). The effects of teaching methods in using films for listening comprehension practice. Retrieved April 12, 2011



from

<http://www.flingue.unict.it/docenti/ihalliday/0607/SISSIS0607/fleet.pdf>.

Kitao, K., & Kitao, S. K. (1997). Selecting and developing teaching/learning materials. *The Internet TESL Journal*. Retrieved April 27, 2011 from <http://iteslj.org/Articles/Kitao-Materials.html>.

Konigs, F. (2003). Teaching and learning foreign languages in Germany: A personal overview of developments in research. *Cambridge Journal*, 36, 236-237.

Nikky. (2010). Teaching Aids, their Needs, Types and Importance of Teaching Aids in Teaching learning process .Retrieved April 27, 2011 from <http://www.indiastudychannel.com/resources/120148-Teaching-Aids-Their-Needs-Types-Importance.aspx>.

Pashler, H., & McDaniel, M. (2009). Learning styles: Concepts and evidences. *The association for Psychological Science*, 9, 106-107.

Rodriguez, L. B., & Varela, M. R., (2004). Models of teaching foreign language to young children. *Didáctica Lengua y Teoría*, 16, 164-170.

Scott, W, A., & Ytreberg L, H. (n.d). *Teaching English to Children*. New York: Longman.

Taylor, R. G., & MacKenney L. (2008). *Improving human learning in the classroom: Theories and teaching practicing*. New York: R & L Educations.

Wei, R. L. (2004). Integrated reading-writing instruction through story time in EFL Classes. Retrieved April 27, 2011, from [http://etd.lib.stut.edu.tw/ETD-db/ETD-search/view\\_etd?URN=etd-0407109-183712-908](http://etd.lib.stut.edu.tw/ETD-db/ETD-search/view_etd?URN=etd-0407109-183712-908).

Whitebread, D. (2000). *Psychology of teaching and learning in the primary school*. Florence: Routlege Publisher.

Williams, R. T., & Lutes, P. (n.d.). Using video in the ESL classroom. *ESL Journal*. Retrieved April 27, 2011, from [http://www.takamatsu-u.ac.jp/library/06\\_gakunaisyupan/kiyo/no48/001-013\\_williams.pdf](http://www.takamatsu-u.ac.jp/library/06_gakunaisyupan/kiyo/no48/001-013_williams.pdf).

Woolfolk, A. (2007). *Educational Psychology* (10th ed.). Boston: Allyn and Bacon.

Zaid, M. (n.d). Effectiveness of organized e-mail exchanges and online reading/writing on college students' literacy development and their attitudes towards English: A study from Saudi Arabia. *The Asian EFL Journal*, 13, (1), 10-47.

# ANNEXES

## Annexe 1

Table for themes of the Content Outline

Theme	Pg. N°	Information	Form N°
Title (book, journal, magazine): Citation, in APA format:			
Theme			
Title (book, journal, magazine): Citation, in APA format:			
Theme			
Relevance to your proposed topic?			

## Annexe 2

Table for previous studies

Title of the Study:		
Citation, in APA formal:		
Item	Information	Form N°
Research question(s) or hypothesis		
Subjects or participants:		
Setting or place:		
Methods:		
Results:		
Author's/Authors' Conclusions & Recommendations:		
Limitations identified by the author(s)		
Relevance to your proposed topic		

Annexe 3

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 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		

Author:

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.) grades.

Annexe 4

Chart five: Frequency of use of supplementary material

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

Author:

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.) grades.

Annexe 5

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

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

Author:



Annexe 6

**OBSERVATION SHEET**

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

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

**CLASS N°** \_\_\_\_

**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	

Annexe 7

**DESCRIPTION OF THE USED MATERIAL:**

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

How was it used?

---

---

---

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

---

---

---

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

---

---

---

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

---

---

---

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

---

---

---

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

---

---

---

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

---

---

---

How do you consider the quality of the used material?

---

---

---

Annexe 8

**TEACHER'S SURVEY**

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

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

**CLASS No** \_\_\_\_\_

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

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

---

---

---

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

---

---

---

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

---

---

---

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

---

---

---

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

25% ( )

50% ( )

75% ( )

90% ( )

Why?

---

---

---

Annexe 9

**STUDENT'S SURVEY**

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

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

**CLASS N°** \_\_\_\_

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

<b>PREGUNTAS</b>				<b>SI</b>	<b>NO</b>
¿Te gusta el material utilizado por el profesor en la clase de Inglés?					
¿Te ayudó a entender 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	( )				
. Hojas con actividades	( )	<b>AUDIOVISUALES</b>		<b>ONLINE</b>	
. Posters	( )	. Videos	( )	. Websites	( )
. Tarjetas con palabras	( )	. Películas	( )		
. Pizarrón blanco o negro	( )	. Documentales	( )		
¿Qué materiales adicionales te gustaría que utilice el profesor en clase?					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?					
( ) siempre ( ) de vez en cuando					