



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
*La Universidad Católica de Loja*

TITULACIÓN DE LICENCIADA EN CIENCIAS DE LA EDUCACIÓN

**The Use Of Supplementary Materials For Teaching Children  
In EFL Classes.**

Trabajo de fin de titulación.

**Author:**

Constante Reyes Patricia Alexandra

**Mención:**

Inglés

**Advisor:**

Nesterenko Nina, Mgs.

CENTRO UNIVERSITARIO AMBATO

2012

## Certification

Mgs. Nina Nesterenko

Thesis Advisor

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, Agosto 2012

Mgs. Nina Nesterenko

Thesis advisor

## Contrato de Cesión de Derechos de Tesis de Grado

“Yo, Patricia Alexandra Constante Reyes declaro ser autora 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”.

Patricia Alexandra Constante Reyes

Autora

## Authorship

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

Loja, Agosto 2012

Patricia Alexandra Constante Reyes

Authora

## Dedication

All endeavors and personal accomplishments are made possible only with the help of God and the unconditional support from those to whom we owe our lives and with whom we have shared them.

I wish to publicly thank my mother Virginita and my mother Bachita, with whom nothing in my life would have been the same.

To my beloved husband Patricio, who has always supported me and my precious little treasures Ricardito, Virginita, and my angel, for whom I have the strength and determination to carry on and to accomplish more with each passing day.

Thank you all very much and may God bless you.

## Acknowledgment

To all of my professors at the Universidad Técnica Particular de Loja who, without reservation, guided and shared their knowledge and experiences with me, instilling in me the need to continue investigating and studying to reach new frontiers as a professional.

To Mgs. Eliana Pinza and Mgs. Nina Nesterenko who have dedicated their time and their knowledge to correctly guide us in the completion of this work.

To the Unidad Educativa González Suárez for opening their doors to me and step by step guiding me to becoming a successful teacher.

## Contents

CERTIFICATION .....	ii
CONTRATO DE CESIÓN DE DERECHOS .....	iii
AUTHORSHIP .....	iv
DEDICATION .....	v
ACKNOWLEDGMENT .....	vi
CONTENTS .....	vii
ABSTRACT .....	1
INTRODUCTION .....	2
METHOD .....	5
DISCUSSION .....	8
Literature Review .....	8
Results .....	22
Description, Analysis, and Interpretation of Results .....	27
Conclusions .....	49
Recommendations .....	50
REFERENCES .....	51
ANNEXES	

## Abstract

This thesis's theme is the use of supplementary materials for teaching children in EFL classes. The purpose was to determine if supplementary materials were being used, and if so, how pertinent, appropriate, and qualified the materials were. Information was gathered in an elementary school in Ambato, Ecuador from one class each of fourth year, fifth year, and sixth year students, which were observed 10 times per class totaling 30 classes. Materials observed were: flash cards, pictures, posters, white board, songs, stories, and objects which were analyzed qualitatively with a detailed description of the class theme, the activity's objective, the activity itself, the material's age and level appropriateness, the material source and description, the facilitation of the activity, and the investigator's opinion of each material. The quantitative analysis demonstrated the percentage of material use in the 30 classes.

The conclusion reached was that the supplementary materials are important to the learning process. They assisted the transfer of prior knowledge to English, motivated class participation, production of target language, attracted and maintained the children's attention, and stimulated the reasoning process.



## Introduction

Due to its importance in the world today, English has become a subject taught in schools at every level all over the world. When teaching English as a foreign language to children, teachers must take many aspects into consideration, such as age, abilities, social and cultural backgrounds, motivation, required learning styles, as well as the learning context. These facts must be considered when determining both the bibliographical selection as well as the methodology that a teacher will use to be successful in reaching his or her students and ultimately in the learning that is accomplished. The methodology is the focus of this work as it specifically encompasses the theme of the use of supplementary materials.

Teachers may use many different sources and tools to motivate their students and successfully stimulate production of a foreign language. Supplementary materials have been proven to be excellent tools to facilitate the learning process when appropriately chosen and used in the classroom.

Experience has shown that the use of supplementary materials makes the classes more interesting, holding the children's attention, and motivates participation by stimulating oral and written production of the language. To be successful, the selection and proper use of the materials for this purpose is extremely important. It is essential to consider pertinence (topic, objectives, and content of the class) and appropriateness (students' needs).

There is a large variety of supplementary materials from which to choose, such as, visual, audio-visual, web sites, realia, among others. It has been noted that some teachers may not be using the materials appropriately or may not be using them at all. For this reason, it has been determined to be necessary to investigate the use of supplementary materials for teaching English to children in Ecuadorian EFL classes.

The purpose of this thesis is to determine whether or not the teachers are using supplementary materials for teaching children in EFL classes, and if so, how pertinent, appropriate, and qualified the materials are.

This study will benefit the teachers and therefore, ultimately, their students as the investigation will awake the teachers' interest in the appropriate use of supplementary materials and their importance in the learning process. The result will be an improved educational system as the teachers provide more interesting and motivational classes that stimulate successful production of the English language.

The specific objectives of the study are, first, to identify and analyze the type of supporting materials used for teaching children in EFL class; second, to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality; third, to determine the frequency and variety of the supplementary material used in the observed classes.

Many studies have been done related to the various needs of students and their influence on the learning styles, the teaching techniques, and the specific use of supplementary materials in the classroom. For example:

Kelsen (2009) did a study that started by looking at the concepts of authenticity and student motivation and how they may possibly be included and improved by using You Tube as supplementary material in an EFL classroom. The first limitation identified by the author was that the questionnaires were only written in English. Second, the self-reported nature of the survey may have led to the students overstating their answers as the course teacher administered the questionnaires.

Chwo, Jonas, Tsai, & Chuang (2010) did a study that investigated the pedagogical concern on potential instructional effects on strategy use for language

skills. It particularly explored if adopting supplementary materials can advance strategy use so that Taiwanese EFL college learners' listening and speaking proficiency can be improved. The limitations identified by the author were observed when examining their contrasting groups where the significance disappeared. A further analysis was carried out to investigate the relationship between the results and strategy use by the target experimental groups.

Yuh-Mei Chen (2006) did a study of EFL Instruction and Assessment with Portfolios in Taiwan. The purpose of this study was to investigate the implementation of a portfolio system in junior high EFL classrooms in Taiwan and examine its effect on student learning.

The greatest obstacle teachers encountered was a menace of value and belief deeply rooted in traditional testing culture. The investigator showed concern about the prevailing testing culture and misuse of test results. They also depicted a massive discrepancy in students' English proficiency which caused trouble in designing suitable tasks for all students. Participating teachers showed skepticism about whether worksheets were a means to an end or an end themselves.

In this study the number of observations were relatively few, as well as the class themes, therefore, the variety of supplementary materials that were witnessed was limited.

The improved scheduling of the observations would allow for a greater variety of themes and increase the supplementary materials to be seen.

## Method

### *Setting and Participants*

This investigation was carried out in a private school in Ambato, Ecuador. One fourth grade class (8 year olds), one fifth grade class (9 year olds) and one sixth grade class (10 year olds) were observed during English for the purpose of gathering information about the supplementary materials used.

### *Procedures*

All of the required information for this study was acquired in reference books, text books, with the major portion of facts obtained from the internet. First it was necessary to review and acquire an understanding of the pertinent information related to supplementary materials and their use. Then the classes were observed; ten classes were observed of each of the three grades for a total of thirty classes. All of the supplementary materials used by the teacher in each class and each grade were noted on the corresponding charts along with personal comments. At the end of each class, the teacher and two students were asked to fill out surveys of questions related to the supplementary materials used that day, thereby acquiring their opinions of the materials used. The student survey consisted of three yes/ no questions related to the supplementary materials used by the English teacher in class, two questions where the students selected the supplementary materials that they would like to use in class, and one multiple choice question asking the frequency that the students would like to use the supplementary materials in class.

The teacher's survey consisted of five essay questions: one was related to the use of supplementary materials in general, another was related to the type of supplementary materials the teacher preferred, another was related to different learning styles, one was related to the supplementary materials that the students

prefer, and the last one was related to the reason why the teacher felt that the supplementary materials were important in the teaching process. The one multiple choice question was related to the percentage of importance that the teacher gave to the use of supplementary materials in class.

The data accumulated from the thirty observations of all of the supplementary materials were analyzed by class, by grade and finally in general terms, both qualitatively and quantitatively. Four charts were used for the qualitative tabulation. The charts detailed a list of specific supplementary materials which were divided by variables that included visual, audio, audiovisual, realia, and online. Chart one listed the type of supplementary material used to teach children. Charts two, three and four listed the pertinence and appropriateness of the supplementary material used to teach children for the fourth, fifth, and sixth grades respectively. In the qualitative analysis for each supplementary material used in each class the following topics were discussed: pertinence, appropriateness and quality. When discussing the pertinence, the theme of the class, the objective of the activity, the supplementary material used along with the description of the class activity, and the observer's opinion were given. The appropriateness of the supplementary materials in relation to the age and level of the students was addressed. To discuss the quality of the supplementary materials, a physical description of the items was given along with a notation regarding their condition, as well as who had acquired them or from where they had been obtained.

For the quantitative analysis chart number one about the type of supplementary material used to teach children and chart number five about the frequency of use of supplementary material were used to note the supplementary materials which were observed to have been used. The charts also detailed a list of

specific supplementary materials which were divided by variables that included visual, audio, audiovisual, realia, and online. The frequency of use for each supplementary material for each grade was noted and tabulated. Then a percentage of use for each material used was calculated for the total of the three grades and then a final calculation was made for the total use of the supplementary materials. The tables of information acquired in the observations complemented and assisted in the overall analysis.

## DISCUSSION

### Literature Review

To teach English as a foreign language, in addition to required texts, teachers must carefully consider the need to use supplementary materials in order to clarify ideas and to make the class more interesting for the students so as to improve the students' educational experience as a whole. To accomplish this, the teacher must consider the age and interests of the students as well as their level of knowledge to determine which supplementary materials would be appropriate to enhance the learning of the various themes.

This section presents investigations which include the following: teaching a foreign language, learners (age, learner differences and motivation), learning styles, teaching techniques (teaching children), different contexts for teaching, supplementary material (definition, importance, role of supplementary material, visual, audio, audiovisual, realia, online). This section also presents information related to previous studies.

#### *Teaching a Foreign Language*

Regarding this topic, Blaz (1998) claims that foreign languages are no longer regarded as a trivial option. Other authors agree that foreign language proficiency is essential to the general interest in politics, in the military, and in business, as well as in education. As a result, foreign language instruction is being required to modify its focus from teaching grammar and literature to an emphasis on language proficiency and communication skills. Perez (2004) writes that no one doubts the importance of being able to communicate in various foreign languages in today's world. Therefore, if we want to facilitate that our future generations can be integrated in this increasingly globalized world, we must provide them with the basic tool for this

which is an adequate knowledge of one or more foreign languages. It is generally accepted that English is now the principal language of international communication, the primary language that students must learn without detracting from the desirability of studying other foreign languages.

### *Learners*

Once the importance of learning English is recognized, people must find the time and the means to study. Students, also known as learners, vary in age, in abilities, in social and cultural backgrounds, and in motivation. Discussing the theme of age, Muñoz (2006) states that there are three generalizations: the first is that adults progress faster than children in the early stages of learning. The second is that older children acquire knowledge faster than younger children. And last is that people who begin natural exposure to a second language during childhood obtain higher second language proficiency than those beginning at a later age. García & García (2003) claim that age is one of the variables most frequently considered in individual differences in second language acquisition. The bulk of research carried out on the age issue concerns learning situations where the second language is in vigorous use within the community and second language learning settings. According to Ausubel (1964), we must appreciate the fact that children do not learn their native language with phenomenal ease and rapidity. It is the same with the second language learning, although children receive much practice in the new language because of their need to communicate with new friends and to progress in school.

In reference to learner differences, McLaughlin (1987) reports that there are individual, sociolinguistic and cultural factors. From an early age some children seem to take language word by word while other children focus on language in a more global manner, grasping whole phrases or clauses to express meaning.



Safont(2005) claims that learner differences might refer to attitudinal factors (e.g. motivation and personality) and to the influence of the first language. Motivation may include the case of immigrants, a result of travel or foreign study. Dornyei (2001) argues that learner differences can be separated into three individual aspects among foreign language learners: motivation, preferences for instructional activities and strategy use.

On the topic of motivation, Oxford (1996), reports that learner profiles with respect to dimensions of motivation were connected to age, gender, and proficiency. Moreover, Keller (1983) recognized ability and motivation as the most important sources of variation in educational achievement. He indicates that ability refers to what a person can do and motivation is what a person will do. Vyas& Patel (2009), report that motivation is the driving force from the beginning right to the evaluation phase in the process of learning a foreign language. Dornyei (2001) also argues that motivation refers to the driving force in any situation. In the socio-educational model, motivation to learn the second language is viewed as having three elements.

First, the motivated individual makes an effort to learn the language. Second, the motivated individual desires to achieve the goal. Third, the motivated individual will enjoy the task of learning the language. The point is that the truly motivated individual demonstrates three elements: effort, desire, and positive affect. Motivation is therefore, an important concept. Every teacher should be mindful of the motivation in learning a foreign language. Students with the most positive attitudes towards learning English were not only highly motivated, but also learned more effectively.

### *Learning Styles*

Just as learners vary in age, in abilities, in social and cultural backgrounds, and in motivation, there are differences in students' learning styles. Learning styles are

various approaches or ways of learning which involve educating methods, particular to an individual, that are presumed to allow that individual to learn best.

Shafaei&Nejati (2009) define language learning styles as common methods learners employ to learn language; Dunn, Beaudry, & Klavas (1989) defined learning style as a biological and developmental set of personal characteristics that make the same teaching method effective for some and useless for others. On the other hand, Dunn and Dunn (1993) define a learning style as a way students concentrate on, process, internalize, and remember new and hard academic information.

In reference to learning styles, Reichl (2009) reports of investigations of individual learner factors and learning styles which have been focus to a puzzling variety of categorizations and typologies. Reid (1995) in a preface “on learning styles and EFL teaching, charts the terrain of learning styles as follows: cognitive learning styles, sensory learning styles, and affective / temperament learning styles.” Second Horton and Oakland (1997) defines these learning styles as follows: Cognitive learning styles are the information processing habits of an individual which are unlike individual differences in abilities. Cognition describes a person's typical mode of thinking, perceiving, remembering, or problem solving and is usually described as a personality dimension which influences attitudes, values, and social interaction.

The sensory learning styles involve the three primary sensory learning models which are the visual (eyes), the auditory (ears), and the kinesthetic (touch or hands-on). The affective / temperament learning styles define temperament through four dichotomous traits: extraversion (E) and introversion (I), sensing (S) and intuition (N), thinking (T) and feeling (F), judging (J) and perceiving (P) which maybe combined demonstrating a person's two most dominant traits.

Reid (1995) also stated that learning style can be seen as an individual's nature, habitual, and preferred way of absorbing, processing, and conserving new information.

### *Teaching Techniques*

Each student is a world unto himself, presenting not only variations in age, in abilities, in social and cultural backgrounds, and in motivation, but in required learning styles as well. These facts must be considered when determining the techniques that a teacher will use to be successful in reaching his or her students and ultimately in the learning that is accomplished.

The dramatic and interpersonal aspects of teaching and the skill and artistry of achieving excellence in teaching are recurrent themes according to Lowman (1984). He states that the classroom is seen as an arena in which students and teachers attempt to meet basic psychological needs and reveal their personalities. Obtaining feedback from students and motivating students to assume classroom leadership, along with fostering personal relationships with students are important as well as speech, movement, and suspense in the classroom.

Selecting and organizing material for the lecture; enhancing learning through classroom discussion; planning course content to maximize interest; integrating learning in and out of the classroom; evaluating student performance through testing and grading; and evaluating teacher effectiveness including the use of student ratings are all techniques of good teaching.

Vale (1995) and Feunteun (1995) concur that teachers of English may need additional support and guidance to find techniques that are relevant to teaching children. Such support may consist of increasing the knowledge of teachers with respect to their own classroom practice, encouraging discussion on key issues

relating to the teaching of children, illustrating methodology and classroom practice ideas through themes and topics which can be used with children. This may also include supplying extensive examples of the use of literature, songs, rhymes, games and practical exercises as centers of development for children's language.

### *Different Contexts for Teaching*

Language is based on cultural learning and therefore teaching contexts need to be specific to the group of people involved. Language learning takes place within political, economic, social, sociohistorical, ideological, religious, and aesthetic relationships. Talbert, McLaughlin & Rowan (1993) argue that the contexts of teaching are more diverse, embedded, and interactive in their effects on teaching practice than was assumed by prior research.

Related to context, there are two central elements in Vygotsky's (1978) theoretical framework: the dialectical weaving together of individual and social processes in learning and development, and the recognition that human activity takes place in a social and historical context and is shaped by and helps shape that context.

The specific description of context is not separated from the process and needs to include cultural considerations, as each context may call for distinct approaches. John Steiner (1995) found that story retelling was an effective elicitation method for many children, but was not as effective with Navajo children until traditional winter tales were substituted for the generic stories Steiner had used with mainstream students.

Tharp, Estrada, Dalton, and Yamuchi (2000) highlighted the educational importance of context by stating that effective teaching requires that teachers adapt new academic learning to the context of students' experiences and their local communities' points of view.

### *Supplementary Material*

Taking into account the differences in learners, their learning styles, and the contexts of each student, the teacher must decide what techniques to use to reach her students. This entails deciding which materials would best suit the information to be presented, as well as her students' individual needs. Gomez (2008) reports that supplementary materials can be defined as books and other materials used in conjunction with the course book. Their role is to be a resource that complements the teachers' work.

Supplementary materials may affect the effectiveness of the teaching and learning process. The teachers play a key role in selecting appropriate materials which will enable them to reach their learning goals. Weimer (2002) claims that supplementary materials are the most frequent way faculty work on skills and awareness development. Supplementary materials can continue work on developing learning skills by underscoring what is already an in-class priority and by helping make students responsible for their own progress.

Tiwari's (2008) position is that teachers make use of a number of materials and teaching aids to create an effective learning environment, to supplement the spoken word, to make subject real and life-like, to make learning permanent, to supplement textbooks, etc. Visual aids such as overhead projectors and power point program, slides, filmstrips, models, graphs, charts, etc; audio aids like CD's, ipods, MP3, and cell phones; audiovisual aids such as videos on DVD, VHS, and TV are all effective tools that provide learners with realistic experiences, sensory experiences, and substitutes for direct experiences, which capture their attention and help with comprehension. Realia are words and expressions for culture-specific material things that the teachers must constantly be seeking out to better relate to their students.

Online with the use of the Internet, the possibilities are infinite. There are many web pages for teachers that provide ideas, testing materials, materials for printing, and for students' grammar and vocabulary explanations as well as interactive exercises.

Teaching a foreign language, learners, teaching techniques, teaching contexts and supplementary materials have been presented. The following are studies of related topics that are connected with the use of supplementary materials.

Chwo, Jonas, Tsai, & Chuang (2010) did a study that investigated the pedagogical concern on potential instructional effects on strategy use for language skills. It particularly explores if adopting supplementary materials can advance strategy use so Taiwanese EFL college learners' listening and speaking proficiency can be improved.

The participants in this study were four sophomore non-English major classes which were randomly chosen. Two were experimental, and the other two were control groups. This study took place in a Taiwanese college with EFL learners in 2008-2009.

The methodology used recycling vocabulary and read-aloud and oral presentation materials with experimental groups to supplement the common textbook. Data were collected with three instruments: pre and post tests from both groups, pre and post Chinese versions of Oxford's Strategy Inventory for Language Learning, and quizzes from the experimental group. The T-test was used to analyze the data.

The investigators' conclusions indicate the effectiveness of using supplementary materials to enhance plan use as well as learning outcomes. In order to increase students' learning capacity, more and diverse materials should be used to supplement the existing textbook in the listening and speaking course.

Zhang Bei & Ma Lan (2004) did a study of the cultural content of English teaching materials by surveying Chinese EFL learner's needs for the cultural content of English teaching materials.

Since English is considered an international language, the investigation involved college students of varying English proficiency.

Through a questionnaire and interviews the relationship between Chinese cultural accomplishment and English proficiency and the relationship between the target culture and source culture associated with English teaching materials were studied.

Results show that Chinese EFL students attach great importance to building up their professional capacity of cross-cultural comparison and intercultural communication in the context of China. Therefore, the authors conclude that multicultural content of English teaching materials, particularly including texts on Chinese culture, should be developed for EFL teaching in China.

Kelsen (2009) did a study that starts by looking at the concepts of authenticity and student motivation and how they may possibly be included and improved by using YouTube as supplementary material in an EFL classroom.

The participants in this study came from two sophomore conversation classes and ranged from 19 to 21 years of age.

This study took place on the first and last days of class of the fall semester, 2007, at a private university north of Taiwan. The instructor gave the students a simple questionnaire regarding their gender, access to computers, and experience using YouTube prior to this course. Throughout the semester, material from the YouTube website was used to supplement the textbook. All YouTube video clips were presented during every regular class using an in-class computer with a high-

speed Internet connection and projector along with a number of activities, for example, completing various cloze worksheets, split viewing, watching and telling the story, and viewing to answer specific questions and spark discussions.

The students rated the use of YouTube to study English positively and as being interesting, relevant and beneficial. Therefore, Kelsen (2009) determined that YouTube can be used as an authentic material and as a motivational instrument. This study demonstrates that the Internet may be used as an important and productive tool for both teachers and students.

Martinez (2007) did a study on a story-based approach to teaching English with material complementary to the traditional English course book. The use of particular course books with elementary school children were not enough to achieve proposed objectives and teach relevant content, as the textbook presentation did not contain a striking or interesting context for students and were ineffective in reaching students and encouraging learning. Students showed a lack of interest in the tasks and became incredibly distracted. A means of presenting content in a more meaningful manner without completely discarding the textbook was needed.

The participants were a first grade class in a state school in Madrid, Spain. Since one unit in the traditional course book deals with food, Martinez decided to implement the story *The Very Hungry Caterpillar* which was read in two parts to her class after designing a parallel unit around the story. The parallel unit included a discussion of caterpillars in Spanish and target language and story characters on flash cards prior to beginning the story. Then the cover of the book was discussed. Next, the story was read slowly and clearly, making use of gestures, facial expressions and intonation that could help students follow the story. As the story was entertaining for them, they participated by repeating the names of the fruits and the days of the week.



However, only half of the story was read during the first lesson period to create more expectation for the following day and then allowed students to make predictions. The presentation of the story and vocabulary was connected with the introduction of the definite article a/an. Context cards with “a/an” were displayed in the pocket chart. Students then guessed where to place food names, such as orange, banana, plum, strawberry, etc. Following this, they were asked why some fruit belonged to the “a” group, while some belonged to the “an” group. One student was able to deduce that all food in the “an” column began with a vowel. Then, the entire class deduced the second rule. To finish off the lesson, the course book was used to create a practice session, which students completed in pairs and then corrected as a class. The children were interested in completing the exercise and discussing the answers amongst themselves.

Favorable results were observed following the conclusion of the food unit using the story of The Very Hungry Caterpillar. Students were motivated throughout the unit, participating in exercises and fulfilling all assigned expectations. Each student created their own The Very Hungry Caterpillar mini book to take home and read to their family. Not only did they like the idea of working through a story, but their attitude towards the course book also changed as activities were presented in different and creative ways, helping students feel more confident and motivated to complete them.

Furthermore, during the last session, each student commented on the activities that they liked the most, those they understood best and those they did not enjoy. The overall results were very positive, with students continuously asking what the next story would be.

Children enjoy listening to stories in their first language and are more likely to transfer that desire when listening to books read in a second language. Therefore, motivation and interest increase. Furthermore, stories are a great way of introducing, practicing, revising, and improving pronunciation skills and teaching culture using the target language. Stories are one of the best ways for children to not only learn the language but also to learn content, cultural aspects, how to solve everyday problems, as well as helping students acquire and develop individual reading tastes, skills and creativity.

In conclusion, a teacher must complete continuous research in the classroom to overcome a lack of interest on the parts of both students and the teacher. Teachers must prepare meaningful classes and reinforce students' strengths by creating supplementary materials that will help students on several learning levels.

Yuh-Mei Chen (2006) did a study of EFL Instruction and Assessment with Portfolios in Taiwan. The purpose of this study was to investigate the implementation of a portfolio system in junior high EFL classrooms in Taiwan and examine its effect on student learning.

Participants were from classes at two schools in southern Taiwan, one with 16 female and 17 male students, the other 42 girls. All were seventh graders, having learned English formally for one year in elementary school. Teachers of the classes were trained in a Masters program of English education on use of portfolios to facilitate instruction and assessment and improve student learning. Schools where they taught had never adopted portfolio assessment in English classes.

A portfolio system was implemented over two semesters (fall 2002 to spring 2003) and modified after practice. The portfolio consisted of the following parameters (1) learning domains-cognitive, social, affective, and meta-cognitive; (2)

language skills-listening, speaking, reading, and writing; (3) assessment formats-teacher, peer and self-assessment. The system also mixes elements of portfolio and traditional assessment. Assessment is integrated with pedagogical tasks to facilitate and monitor learning and teaching. Tasks and activities of different language skills and peer and self assessments are combined to provide students opportunities to exercise language use, collaboration with peers, critical thinking, and self development. Speaking and listening were especially emphasized in the curriculum design.

The grading method of this portfolio system, including summative and formative assessments, is used to monitor and support students' learning process and achievement, attitude and efforts. Given that the portfolio system adopts a teacher/student joint assessment model, grading criteria and standards are always made clear to students before they are involved in assessment procedures.

To ensure methodological triangulation, according to Denzin (1978), both qualitative and quantitative procedures for data collection and analysis were adopted in this research. Data were obtained from interviews, classroom observations, teachers' reflective notes, students' portfolios, and a questionnaire survey.

The participants, though from different schools with different teachers, showed no significant difference on an independent t-test in self-ratings of learning attitude, English proficiency, and school test performance. The sum of questionnaire results revealed students definitely favored the implemented portfolio system.

Several findings can be summarized from the present study. First, students who participated in this investigation significantly favored a portfolio system. They considered the learning tasks conducive to learning and portfolios to be good tools for examining learning processes and augmenting learning methods. Second, the

teachers' observations also confirmed that students benefited from the portfolio system in terms of the development of English use and confidence, learning ownership, versatile talents, and critical thinking. Third, content of student portfolios was mostly chosen and designed in accordance with personal preference, suggesting student ownership and active participation. Fourth, implementation barriers mainly resulted from confrontation with the traditional testing culture, difficulties with heterogeneous classes, heeding students' complains, anxiety over professional deficiencies, and speculation about worksheet overuse.

Results  
Qualitative Tabulation

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

Variable	Indicators	Yes	No
Visual	Flash cards	√	
	Powerpointpresentations		√
	Maps		√
	Pictures	√	
	Charts		√
	Handouts		√
	Posters	√	
	Word cards		√
	White/blackboard	√	
Audio	Songs	√	
	Dialogues		√
	Stories	√	
	Tales		√
Audiovisual	Videos		√
	Movies		√
	Documentaries		√
Realia	Objects (Toys, plants, fruits)	√	
Online	Websites		√

Author: Patricia Alexandra Constante Reyes

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

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

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class		6 <sup>th</sup> class		7 <sup>th</sup> class		8 <sup>th</sup> class		9 <sup>th</sup> class		10 <sup>th</sup> class		
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	
Visual	Flash cards																					
	Powerpoint presentations																					
	Maps																					
	Pictures			√	√																	
	Charts																					
	Handouts																					
	Posters													√	√							
	Word cards																					
	White/blackboard			√	√	√	√			√	√			√	√					√	√	
Audio	Songs													√	√							
	Dialogues																					
	Stories																	√	√			
	Tales																					
Audiovisual	Videos																					
	Movies																					
	Documentaries																					
Realia	Objects (toys, plants, fruits)							√	√													
Online	Websites																					

Author: Patricia Alexandra Constante Reyes

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

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

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class		6 <sup>th</sup> class		7 <sup>th</sup> class		8 <sup>th</sup> class		9 <sup>th</sup> class		10 <sup>th</sup> class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards	√	√									√	√								
	Powerpoint presentations																				
	Maps																				
	Pictures																				
	Charts																				
	Handouts																				
	Posters					√	√														
	Word cards																				
	White/blackboard					√	√				√	√									
Audio	Songs																		√	√	
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	Websites																				

Author: Patricia Alexandra Constante Reyes

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

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

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class		6 <sup>th</sup> class		7 <sup>th</sup> class		8 <sup>th</sup> class		9 <sup>th</sup> class		10 <sup>th</sup> class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards	√	√																		
	Powerpoint presentations																				
	Maps																				
	Pictures																				
	Charts																				
	Handouts																				
	Posters									√	√	√	√								
	Word cards																				
	White/blackboard			√	√			√	√												
Audio	Songs					√	√														
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	Websites																				

Author: Patricia Alexandra Constante Reyes

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



## Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4 <sup>th</sup> grade (8 years old appr)	5 <sup>th</sup> grade (9 years old appr)	6 <sup>th</sup> grade (10 years old appr)	Total	Percentage
		f	f	f		f
Visual	Flash cards	1	2	1	4	17,40%
	Powerpoint presentations					
	Maps					
	Pictures	1			1	4,35%
	Charts					
	Handouts					
	Posters	1	1	2	4	17,40%
	Word cards					
	White/blackboard	5	2	2	9	39,13%
Audio	Songs	1	1	1	3	13,04%
	Dialogues					
	Stories	1			1	4,35%
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)	1			1	4,35%
Online	websites					
Total					23	100%

Author: Patricia Alexandra Constante Reyes

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.

## Description, Analysis, and Interpretation of Results

To initiate this study, information was acquired from various studies and articles from books and materials in the library and on the internet. For the purpose of gathering information about the use of supplementary materials in the EFL classroom, one class of fourth year students, one class of fifth year students, and one class of sixth year students were observed 10 classes each for a total observation of 30 classes.

The following materials were observed to have been used: flash cards, pictures, posters, white board, songs, stories, and objects. For the qualitative analysis the supplementary material used for each class was then reviewed for pertinence, appropriateness and quality. The specific supplementary materials and the frequency of their use was then noted and tabulated for the quantitative analysis. After each class, the teacher and two students were given surveys to fill out with their opinions of the materials used that day.

### *Qualitative Analysis*

*4<sup>th</sup> grade/ 8 years*

#### *Flash cards*

In the tenth class, the topic of the lesson was “Be ready for school” and the principal objective was to reinforce the vocabulary related to school dress and school materials.

The teacher had the students relate it to their weekly schedule. They had to match flash cards of the uniform and materials required for a specific class to the classes received on a particular school day by taping them under the name of the week day. In my opinion the colorful images on the cards were easily recognized by the students which facilitated vocabulary recognition and association. The use of the

flash cards made the activity pleasurable and fun for the students, thus holding their attention and motivating the production of the target language.

The drawings on the cards were age appropriate and specific to the level of vocabulary to be reinforced as they were provided in the text's teacher materials. The activity using the cards maintained the attention and enthusiasm of the students, motivating them to reinforce their previous knowledge through its use.

The flash cards were provided with the text book as part of the teacher materials. They were of high quality and durability. The images were colorful which drew and held the attention of the students and of a size that allowed everyone to see the images clearly and manipulate them easily.

#### *Pictures*

In the second class, the topic of the lesson was "Be ready for school" and the principal objective was to use the verb "have" correctly.

The teacher first presented the verb and then demonstrated the concept of ownership while using learned vocabulary. Pictures of classroom materials were shown to the students and they had to produce sentences using the verb "have" and the appropriate vocabulary naming the object. In my opinion the pictures helped to put the concept of ownership in concrete terms for the students in an interesting way that they could relate to. The visualization of the items helped the students to produce the target language modeled by the teacher.

The pictures were age appropriate and specific to the learned vocabulary as they were provided with the text's teacher materials. They held the students attention with their colorful images. The pictures facilitated the production and uses of the learned vocabulary combined with the verb "have" in the manner modeled by the teacher.

The pictures were provided with the text book as part of the teacher materials. The pictures were colorful which drew and held the students' attention. They were of high quality and durability and of a size that allowed everyone to see them clearly.

#### *Posters*

In the eighth class, the topic of the lesson was "Be ready for school" and the principal objective was to reinforce listening skills.

While presenting vocabulary related to school subjects, the teacher showed a poster illustrating a school subject as an image to elicit ideas from the students about which she then sang a song with information that the students used to complete an activity in the text. In my opinion the poster was an excellent illustration which stimulated the students to produce their own ideas. It was colorful and the image was specific to the target language. The poster was large enough for all of the students to see it clearly and participate.

The poster image was colorful and specific to the theme presented. It was large enough for everyone to see the image clearly. It facilitated the students' production of ideas related to the theme which was the objective of using it for the class.

The poster was provided with the textbook as part of the teacher materials. The picture on the poster was colorful and held the students' attention. It was of high quality and of a size that allowed everyone to see well and participate actively.

#### *White/ black board*

In the second class, the topic of the lesson was "Be ready for school" and the principal objective was to present the verb "have" in the positive form.

The teacher presented the verb "have" by writing it on the white board. Then she used it in combination with oral examples to elicit the meaning from the students

and later as a reference for sentence creation by the students as well. The white board facilitated the visual presentation of the theme.

The white board is a unique tool that is appropriate for all ages and levels as the information presented on it is created and determined by the needs of the teacher according to her class. In this case the teacher presented a new verb and used the board to facilitate the visualization of it for sentence production.

The white board is part of the facilities in the classroom provided by the school. It was in good condition and its location facilitated the visibility of the new verb for the purpose of the class.

In the third class, the topic of the lesson was “Be ready for school” and the principal objective was to present the verb "have” in the negative form.

The teacher presented the verb “have” in the negative form by writing it on the white board. The students were then to distinguish the opposite meaning of the positive verb form previously learned by listening to the oral examples given by the teacher. The students then had to produce their own sentences using the written verb on the board as a reference. The visual presentation of the verb was facilitated by the use of the white board and therefore assisted in the objective of the class which was the comprehension and production of the negative form of the verb “have”.

As the information presented on the white board is created and determined by the needs of the teacher according to her class, it is a unique tool that is appropriate for all ages and levels. In this case the white board was used to facilitate the visualization of a new verb form presented by the teacher. The use of the white board permitted all of the students to clearly visualize the verb written on it which promoted active participation in the class.

The school provides the white board as part of the classroom facilities. It was in good condition and of an appropriate size which allowed clear visualization of the new verb form presented.

In the fifth class, the topic of the lesson was “Be ready for school” and the principal objective was to reinforce the new vocabulary and writing skills.

The teacher drew images related to different subjects learned in school on the white board and wrote a mixed list of the subject names. The students then had to match the pictures with the name of the subject by drawing a line connecting the two. The white board facilitated the activity as the students were able to participate easily.

The white board is a unique and easily used tool that is appropriate for all ages and levels. In this case, the teacher presented new vocabulary by illustrating it, as well as presenting the spelling of it, on the white board in the form of a matching game. The students participated enthusiastically.

The white board is provided by the school. It was in good condition and of an appropriate size which permitted the game to be readily visible to everyone. The position of the board on the wall made it easily accessible for the students’ participation.

In the seventh class, the topic of the lesson was “Be ready for school” and the principal objective was to present the use of “like” and “don’t like”.

The teacher elicited the use of these words in conjunction with new vocabulary related to class subjects by drawing graphic images of a happy face and an unhappy face on the white board and then listing various class subjects under each image. The students then had to write sentences using the idea of “like” and “don’t like” and the class subject listed. The use of the white board to present the prompts made it very

easy for the students to comprehend the ideas to be written in sentence form on their papers.

The white board is an easily used tool that is appropriate for all ages and levels. In this class the teacher used the white board to present images and vocabulary that she wanted the students to use to produce sentences. It provided good visibility allowing everyone to see the prompts.

The white board is provided by the school for the classroom. It was in good condition and allowed good visibility to achieve the purpose of the lesson.

In the tenth class, the topic of the lesson was “Be ready for school” and the principal objective was the use of the new vocabulary by relating it to the students’ daily activities.

The teacher used the white board as the base for an activity in which she wrote the days of the week. The students then had to tape the images of various school materials related to the class subjects, such as paint brushes for art class, under the day of the week that corresponded to their class schedule. In my opinion the white board facilitated the organization and visibility of the activity and made it easily accessible for the students’ participation.

The white board is appropriate for all ages and levels and is a unique and easily used tool. In this case the teacher used the white board to practice the use of the new vocabulary relating it to the students’ daily activities by providing a base for the manipulation of the words by the students. The students were able to successfully use the target language in this easily assessable activity.

The white board is provided by the school. It was in good condition and of an appropriate size which provided good visibility. The position of the board permitted easy student accessibility to participate in the activity.

### *Songs*

In the eighth class, the topic of the lesson was “Be ready for school” and the principal objective was to motivate the students to enthusiastically comprehend and produce the target language.

The teacher used the song from the text book that presents the class subjects. She had the students guess the theme of the song and then sang it for them to sing along. I think that the use of the song awakened the interest of the students and motivated their enthusiastic participation while having them comprehend and produce the target language in sentence form.

The song was part of the preplanned lesson material related to the subjects that the students receive, such as geography and art; therefore, it was appropriate for the age and level of the students. As a vocabulary and listening reinforcement, the song was well received by the students who participated by singing with enthusiasm.

The song was part of the teacher materials provided with the text book. The teacher’s presentation was clear and the melody easy to follow. The song was appropriate for vocabulary reinforcement and production. The activity of producing the target language was enjoyed by the students.

### *Stories*

In the ninth class, the topic of the lesson was “Be ready for school” and the principal objective was to reinforce the vocabulary learned by means of its use in a story with a theme familiar to the students.

The teacher used a story to reinforce vocabulary about school materials and class subjects. In my opinion the story about a mother, when packing her two children’s school bags, mixing up needed school materials was interesting and a



topic that the students could relate to. Therefore, the students were enthusiastic and participative in the related activities that followed.

The story was part of the preplanned material for the text; therefore, it was appropriate for the age and level of the students. The students found the story interesting which motivated their verbal interaction with the teacher and each other, as well as the completion of the activities in their texts.

The story came with the teacher materials for the text. The pronunciation, intonation, and volume with which the teacher read the story made it easily understood by the students. The story theme and format held the students' attention motivating their language production.

#### *Objects*

In the fourth class, the topic of the lesson was "Be ready for school" and the principal objective was to reinforce the verbs "have" and "don't have".

The teacher reinforced these words by showing various classroom materials to the class and then having the students create appropriate sentences orally. I think that the use of the materials in the classroom encouraged the students to relate their English language use to their everyday experiences.

Since the class materials used for the activity belonged to the students themselves, they were age and level appropriate. Their use enabled the students to relate easily to the concept of have and don't have as it concerned their own belongings.

The materials used in class belonged to the individual students. The materials were in good condition, depending on the use and care given by the owner. The condition of the items used did not affect their use for the purpose of the class. The

use of the students' own materials promoted the conceptualization of the verb forms by making it a personal experience.

### *Learning Styles*

I think that for the fourth grade classes, the materials used were varied and specific to the needs of the young students. This directly relates to Dunn and Dunn's (1993) definition of learning style as way students concentrate on, process, internalize, and remember new and hard academic information.

### *5th grade/ 9 year olds*

#### *Flash Cards*

In the first class, the topic of the lesson was "Our funny language" and the principal objective was to present the theme of countries and nationalities.

The teacher used flash cards of flags of different countries to present new vocabulary related to country names and nationalities. The students played a guessing game to see who could produce the names of the countries in English.

The visual prompts were colorful and stimulated the transfer of previous knowledge in Spanish to the new vocabulary in English. The activity prepared the students to successfully complete the related exercise in the textbook. I think that the use of the flash cards in a game activity motivated the participation of the students and stimulated their reasoning processes to transfer their prior knowledge of the subject to the new vocabulary presented.

The flashcards were teacher materials provided with the textbook and therefore were both age and level appropriate. The cards provided colorful images of the flags which drew and held the students interest and they were of a size that allowed all of the students to be able to see them. The activity itself was easily accomplished by the students.

The flash cards were supplied with the teacher materials that came with the textbook. They were of high quality and in good condition. The cards were colorful and of a size that promoted easy visualization. Their use motivated the successful transfer of prior knowledge in Spanish to the target language. The selection and use of the flash cards to play a guessing game demonstrated the teacher's skills and knowledge of her students' interests and motivation.

In the sixth class, the topic of the lesson was "Our funny language" and the principal objective was to show vocabulary related to geography.

The teacher used flash cards to present these words. The flash cards were colorful and large enough to be easily seen by all of the students. They motivated the class to transfer their previously learned knowledge of the subject in Spanish to the new vocabulary in English. I think that the colorful cards drew the attention of the students and promoted their reasoning processes to transfer their prior knowledge to the target language of the class as well as motivating their participation in the activity.

The flash card images were appropriate to the age and level of the students as they were provided with the teacher materials for the text and therefore were directly related to the information to be presented. They were of a size that allowed everyone to see and therefore to easily participate in the activity.

The flash cards were provided with the teacher materials that came with the textbook. The cards were in good condition. They were colorful and of a size adequate for all of the students to see and therefore held the students' attention. The use of familiar images provided successful language transfer from known vocabulary to the new target language which was the objective of the lesson.

### *Posters*

In the third class, the topic of the lesson was “Our funny language” and the principal objective was to reinforce the new vocabulary related to country names and nationalities.

The teacher used a poster to facilitate an exercise in reasoning. The images of the children and the accompanying flags were colorful prompting the enthusiastic participation of the students in the game. The students had to relate the flag to the name of the country and then produce the corresponding nationality to be able to calculate how many children there were from each country. In my opinion the poster served as a colorful and interesting prompt for the purpose of stimulating the reasoning processes, thereby promoting the production of the target language.

The poster was both age and level appropriate, as well as directly related to the lesson as it was provided with the teacher materials for the text. It was colorful and interesting which held the students’ interest. The poster was large enough for all to see clearly which facilitated the participation of the students.

The poster was part of the teacher materials provided with the textbook. It was of high quality, in good condition and brightly colored with interesting images. The poster was large enough for all of the class to visualize easily which facilitated the students’ successful participation in the activity.

### *White/ black board*

In the third class, the topic of the lesson was “Our funny language” and the principal objective was to reinforce reading skills using learned vocabulary.

The teacher used the white board to complement a reasoning activity that reinforced vocabulary related to country names and nationalities. The students had to use their knowledge of the vocabulary to determine how many students were from

each country. The white board was used to visualize the numbers by writing them on it. The students then had to figure out how many of the students were left that were from the final country given. In my opinion the use of the whiteboard facilitated the students' reasoning process by allowing them to visualize the numbers of the students by nationalities and therefore successfully complete the activity.

The whiteboard is a versatile tool that adapts to activities for all ages and levels and is provided as part of the facilities of the classroom. Therefore it was easily used to complement the class activity. By listing the numbers related to the nationalities, the activity was easily understood and completed by the students.

The white board is part of the facilities provided by the school in the classroom. It was in good condition, easy to use, and well positioned so that it was easily seen by all of the students. The use of the whiteboard insured a successful experience for the students.

In the fifth class, the topic of the lesson was "Our funny language" and the principal objective was to present prompts for a quiz.

The teacher used the whiteboard for a quiz over the vocabulary related to names of countries and the related nationalities. She wrote a list of countries on the whiteboard and the students were to write the corresponding nationality on their paper. In my opinion the white board is an easily used tool readily available in the classroom. The whiteboard facilitated the students' reasoning process for completing the quiz by visualizing the vocabulary prompts written on the board.

The whiteboard is a part of the facilities provided by the school which makes it a readily available tool for the class. The whiteboard is easily used, adapts to all student ages and levels, and due to its positioning, is clearly seen by all of the students. The use of the whiteboard facilitated the objective of giving the quiz.

The whiteboard is a permanent fixture in the classroom provided by the school. It was in good condition and appropriately positioned to be visible for all the students. It is a versatile and easily used tool.

### *Songs*

In the ninth class, the topic of the lesson was “Our funny language” and the principal objective was to reinforce recognition and production of learned vocabulary related to geography by using a song.

The first time the teacher presented the song that emphasizes different languages spoken by beings from different places for the students to follow along in their books and underline the geography vocabulary in the song text. The second time the students were encouraged to try to sing along. The third time all of the students were to sing along. I think that the use of the song was an enjoyable way for the students to reinforce the target language comprehension. It was well received and held the attention of the students who participated with enthusiasm.

The song was provided as part of the teacher materials for the text and was therefore both age and level appropriate. The lyrics were clear and understandable promoting easy replication and the melody was easy to follow. The song was entertaining with silly sounds and funny lyrics which held the students’ interest. The students willingly participated in the activity thereby successfully accomplishing the objective of target vocabulary recognition, production and reinforcement.

The song was provided with the teacher materials that came with the textbook. It is a class material that is well received by the students and therefore successfully obtains their full attention and participation in the activity.

### *Learning Styles*

For the fifth grade classes the materials used were varied and specific to the age and level of the students, thereby promoting the learning process. As Reid (1995) stated, learning style can be seen as an individual's nature, habitual, and preferred way of absorbing, processing, and conserving new information.

#### *6th grade/ 10 years*

##### *Flash cards*

In the first class, the topic of the lesson was "History is fun" and the principal objective was to present the new theme about history.

The teacher used flash cards with images of famous people for the students to relate to and to produce new vocabulary about professions. The students had to guess who the person was and then what his/her profession was. The use of the colorful images made it easy for the students to comprehend the target language and motivate them to produce the vocabulary in an interesting way.

Since the flash cards were part of the teacher materials that came with the textbook, they were specific to the age and level of the class. The use of familiar images made it easier for the students to transfer their previous knowledge in Spanish to English.

The flash cards were part of the teacher materials provided with the textbook. They were of high quality and in good condition. The cards were of a size that allowed all of the students to see them clearly. The images were bright and colorful which drew and held the students' attention.

##### *Posters*

In the fifth class, the topic of the lesson was "History is fun" and the principal objective was to reinforce reading skills.

The teacher used a poster illustrating an internet page with facts and pictures about “Firsts”. The students took turns reading the information aloud and then the class discussed the information. When all of the information had been reviewed and checked for comprehension, the students had to answer related questions in their textbooks. The poster provided a great visual stimulus to motivate the students to take turns reading out loud enabling the teacher to check pronunciation and intonation and to involve the remaining students in conversations about the various topics presented while allowing the teacher to verify their comprehension of the information given. This activity prepared the students to be able to successfully complete the related exercise in the text.

The poster was provided with the textbook materials for the teacher, so the images and information on it were specific to the lesson and the age of the students. It was quite colorful with interesting photographs that related to each fact given in writing which kept the students attention focused on the oral exercise.

The poster was part of the teacher materials provided with the textbook. The quality and the condition of the poster were good. It was colorful and had interesting photographs related to the topics presented to draw and hold the attention of the students. It was large enough for everyone to be able to see it clearly and to read the text presented.

In the sixth class, the topic of the lesson was “History is fun” and the principal objective was to reinforce the use of the verb “be” in the simple past with information questions and answers.

The teacher used a poster with a game called “What do you know about Elvis Presley?” The poster had a photograph of the singer; written questions, multiple choice answers, and sentence prompts for the answers. The students were to use the



letters of the correct answers to spell out the singer's nickname of "the king". The students took turns reading the questions, guessing the answers and then using the chosen answer in combination with the given answer prompt to say the answer aloud. This activity enabled the teacher to check pronunciation and intonation used by the students and to involve various students in the activity. In my opinion the use of the poster was a creative manner to teach the students about someone new while reinforcing and practicing the use of learned grammar and vocabulary.

The poster, being part of the material that came with the teacher materials of the text, was age and level appropriate. The colorful poster as a prompt for the game was visually motivating and encouraged the participation of the students in the activity. The letters were large enough for the students to read them easily and to visualize the answer prompt which they had to complete orally.

The poster was part of the teacher materials provided with the textbook. The quality and condition of the poster were good. It was colorful and had interesting photographs related to the topics presented to draw and hold the attention of the students. It was large enough for everyone to be able to see clearly and to read the text presented.

#### *White/ black board*

In the second class, the topic of the lesson was "History is fun" and the principal objective was to present the verb "be" in the simple past.

In this class the white board was used to show the verb "be" in past tense in positive and negative forms by writing questions related to famous people and their professions and the corresponding short answers. The teacher proposed the question and the students took turns going to the board to write the appropriate short answer. In my opinion the white board facilitated the participation of the students by allowing

them to write where all of the students could see and then comment if they agreed or disagreed with the answer given. If they disagreed, then another student would go to the board to write his/her answer. This activity focused the attention of the students and promoted reasoning processes.

The use of the white board facilitated the presentation of the verb be in simple past in both positive and negative forms which the lesson in the text required. Therefore, the exercise was appropriate for the level and age of the students. The visual prompts provided on the board made the exercise interesting for the students motivating their participation by having to determine if the answer provided by a classmate was accurate and correctly written.

The white board is a facility provided by the school for the classroom use. It was in good condition and provided an excellent means of presenting prompts in a manner so that all of the students could see, write answers, and then easily change the answers produced by other students when necessary. It is positioned so that all of the students can reach to be able to write their answers. It was evident from the sentences produced by the students that they understood the concept which was presented by the teacher in a well prepared and professional manner.

In the fourth class, the topic of the lesson was “History is fun” and the principal objective was to reinforce the use of the verbs “were” and “weren’t”

The teacher used the white board to practice these verbs by writing sentences in which the students had to fill in the gaps with the correct verb form. The remaining students then had to determine if the written answer was correct. The reinforcement prepared the students to later successfully complete a similar exercise in the textbook. I think that the activity promoted the participation of the whole class

by keeping them all focused on the board and requiring them to reason if the answer given was accurate and correctly written.

The use of the white board allowed all of the students to visualize the activity and promoted their participation and reasoning processes as they had to determine if the answer given by a classmate was correct. The activity was directly related to exercises in the text, therefore it was both age and level appropriate. The gap fill exercise was easily performed by the students.

The white board was provided by the school as part of the classroom facilities and was in good condition. It was large enough for all of the students to be able to visualize the written prompts. It was positioned on the wall so that all of the students could easily reach to write their answers.

### *Songs*

In the third class, the topic of the lesson was “History is fun” and the principal objective was to reinforce the recognition and production of the simple past of the verb “be” in the positive and negative forms.

The students had to listen to a song called “Grandpa Greg’s Song” that talked about the differences between life in the past and today as they followed the words in the text. Next they had to listen to the song and underline the verb “be” in simple past in either the positive or negative form.

I think that the activity was fun for the students and held their attention as they had to focus on the words to be able to identify which verbs to underline. It reinforced the use of the verb “be” in simple past in both the positive and negative forms preparing the students to successfully complete the written exercise in the text.

The song was presented as part of the teacher materials for the lesson and was therefore both age and level appropriate. The song melody and lyrics were well

received and enjoyed by the students motivating them to readily complete the exercise which was easily accomplished.

The song was provided in the teacher materials for the textbook. The teacher sang the song clearly and with a volume that allowed the words and melody to be clearly heard and understood. The lyrics were appropriate for the theme of simple past of the verb be and were easily understood by the students. The use of the song provided an entertaining way of reinforcing recognition and production of the target language which was the objective of the activity.

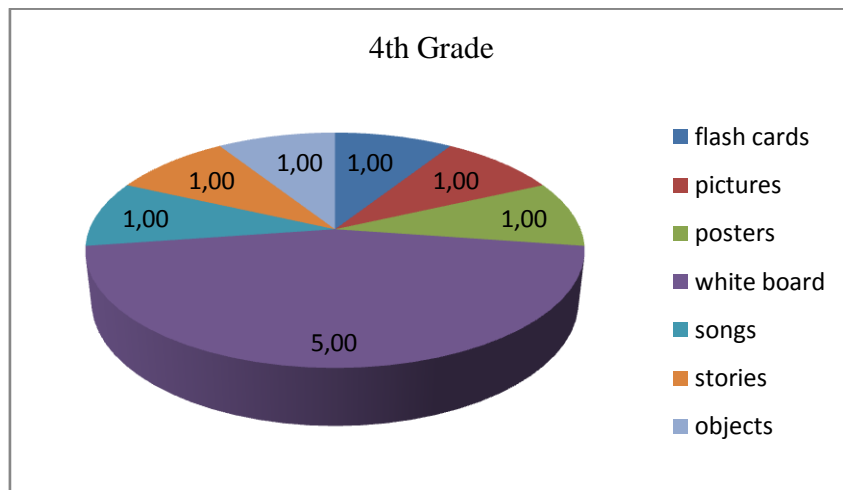
### *Learning Style*

In my opinion, for the sixth grade the teacher used a variety of materials which were specific to her class objectives and promoted the participation of the students as well as target language recognition and production. The definition of language learning styles by Shafaei&Nejati (2009) is common methods learners employ to learn language which the chosen materials motivated.

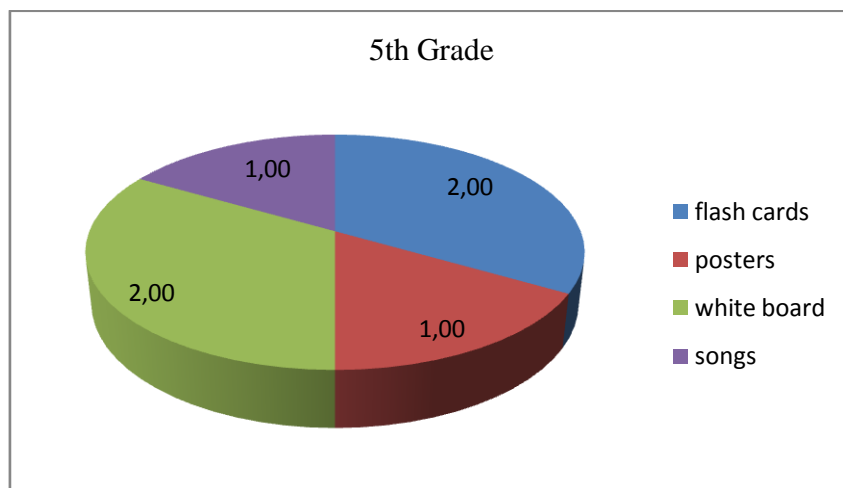
### Quantitative Analysis

Upon reviewing the quantitative charts it is noted that of the eighteen possible supplementary materials to be investigated, that the teacher of the three grades observed used only seven of them: flash cards, pictures, posters, white/ black board, songs, stories, and objects in the classes.

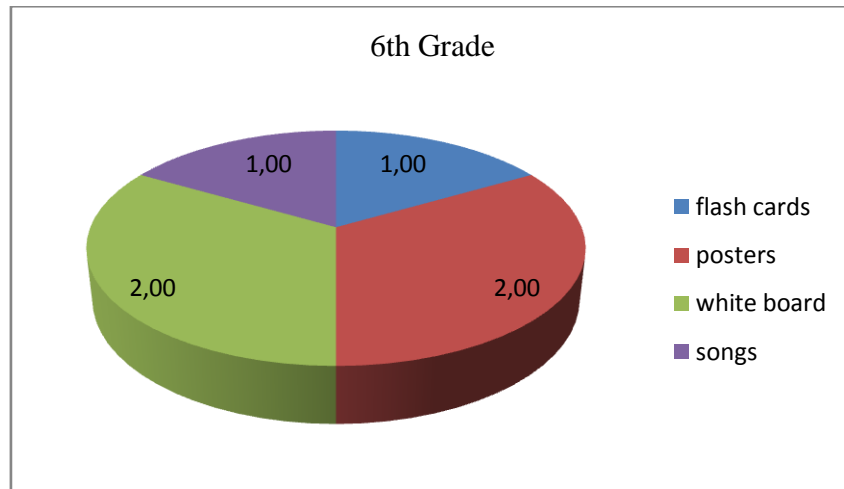
In the 4<sup>th</sup> grade class of 8 year old students, the teacher used flash cards, pictures, posters, songs, stories, and objects once, and the white/black board five times, as pictured in the graph below.



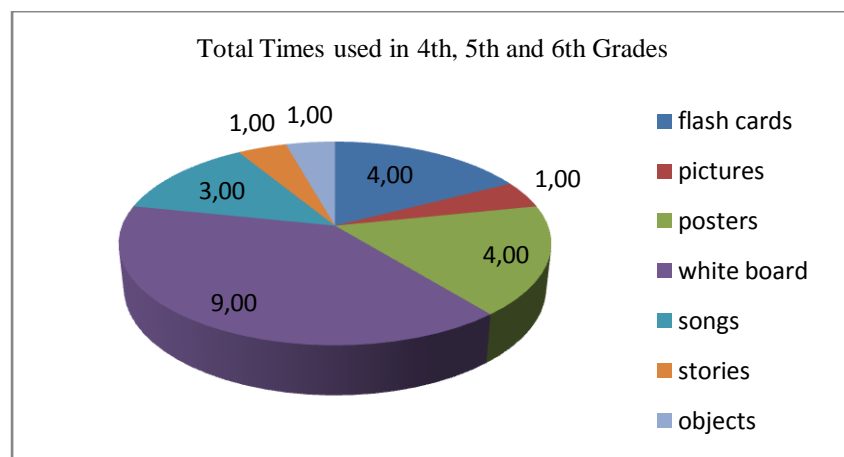
In the 5<sup>th</sup> grade class of 9 year old students, the teacher used posters and songs once, and flash cards and the white/ black board twice, as seen in the following graph.

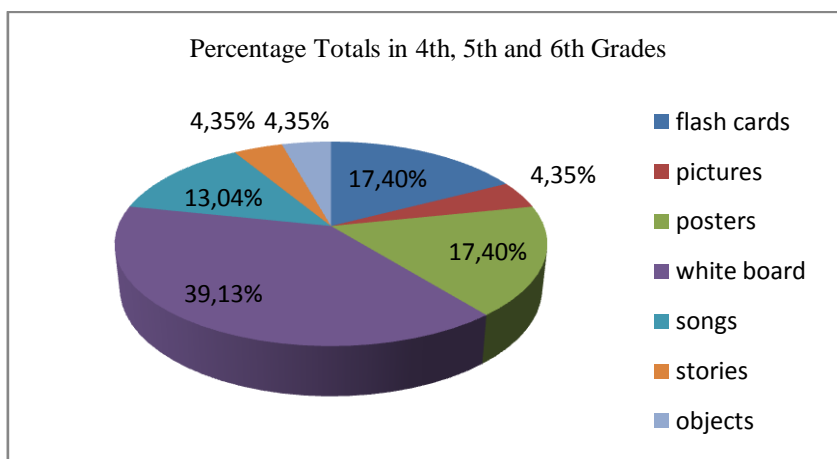


In the 6<sup>th</sup> grade class of 10 year old students, the teacher used flash cards and songs once and posters and the white/black board twice, as represented in the graph below.



Upon reviewing the total number of times used and the final percentage of use of the supplementary materials by the teachers in all three classes , the following results were noted: the flash cards were used four times for a percentage of 17.40, the pictures were used once for a percentage of 4.35, the posters were used four times for a percentage of 17.40, the white/black board was used nine times for a percentage of 39.13, the songs were used three times for a percentage of 13.04, the stories were used once for a percentage of 4.35 and the objects were used once for a percentage of 4.35, as represented in the following graphs.





When reviewing the surveys of the students about the use of the supplementary materials, it is noted that their use was enjoyed by the students and that they would like the teacher to use them often in class.

The teacher's survey showed that she felt that supplementary materials improved the teaching environment. She noted that the visual aids, such as flash cards and videos, stimulated the learning process. She listed the students' favorite materials as music and videos. The teacher rated the importance of the supplementary materials for the presentation of the class at 50 %.

The supplementary materials are a necessary complement to the text book materials. They help to draw and maintain the attention of the students while stimulating their reasoning processes and motivating their participation in class. By making the class a fun experience, the children learn to enjoy using the English language.

## Conclusions

After contemplating all of the information acquired, I could arrive at the following conclusions:

- When determining and analyzing the type of supplementary materials used for teaching children in EFL classes, it became clear that these materials contribute in an important way to the learning process in foreign language classes. They assisted the transfer of prior knowledge to English, motivated active class participation and production of target language on the part of the learners, attracted and maintained the children's attention, and stimulated the reasoning process.
- Of the supplementary materials selected by the teacher to complement the class activities the white/black board was used the most with a percentage of 39.13%. It was necessary for the achievement of the class objectives.
- The supplementary materials selected by the teacher with the least percentage of use in the classroom, 4.35%, were pictures, objects and stories, all of which contributed in a specific manner to the class objectives.
- The supplementary materials observed were visual, audio and realia which were mostly provided with the teacher text book and therefore, were both age and level appropriate.
- The visual, audio and realia materials chosen to be used were specific to class themes. In many cases they were not only complementary, but they were needed to achieve the objectives of the classes.
- The quality, size and colorfulness of the visual and realia materials contributed to their effectiveness as classroom tools.



## Recommendations

After contemplating all of the information acquired, my recommendations are the following:

- It is suggested that teachers select supplementary materials that are specific to the theme and to the activity of the class to be given, thereby facilitating the achievement of the class objective.
- The selected supplementary materials should stimulate the students' reasoning process. This promotes the internalization of the concepts for future recall by the students.
- Teachers should choose supplementary materials that are both age and level appropriate. This provides optimal acceptance of the material by the students who then willingly use them in the activity.
- The supplementary materials that teachers use should attract the students' attention, thereby promoting their participation in the activity and motivating target language production.
- The supplementary materials selected by the teachers should be of high quality and in good condition. The success of the complementary materials depends on the students' ability to see them well, use them easily, and hear them clearly.
- It is recommended that teachers choose supplementary materials that facilitate the transfer of the students' prior knowledge of vocabulary and concepts to English. This personalizes the ideas for the students making them concrete.

## References

- Ausubel, D. (1964). *The modern language journal: Adults versus children in second-language learning*. Retrieved from <http://www.jstor.org/pss/322625>
- Blaz, D. (1998). *Teaching foreign languages in the block*. Larchmont, NY: Eye On Education, Inc.
- Chwo, G. S., Jonas, A., Tsai, Ch., & Chuang, Ch. (2010, January 11). *Adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners*. Retrieved from <http://gas.hk.edu.tw/main/download/journal/59/25-41.pdf>
- Dornyei, Z. (2001). *Motivation and second language acquisition*. Vancouver: Nail Foreign Lg Resource Ctr.
- Durán, R. (2010). *Linguistic tools for teachers of English: towards a bilingual education*. España: Ediciones Universidad de Salamanca.
- Feunteun, A. (1995). *Teaching children English: A training course for teachers of English to children*. Cambridge: Cambridge University Press
- García, M. P. & García, M. L. (2003). *Age and the acquisition of English as a foreign language*. Great Britain: Cromwell Press Ltd.
- Gomez, H. (2008, June 22). *The selection and use of supplementary materials and teaching aids*. Retrieved from [http://www.wikilearning.com/curso\\_gratis/didactica\\_del\\_ingles/26563-3](http://www.wikilearning.com/curso_gratis/didactica_del_ingles/26563-3)
- Horton, C., & Oakland, T. (1997). *Temperament-based learning styles as moderators of academic achievement*. Retrieved from [http://findarticles.com/p/articles/mi\\_m2248/is\\_n125\\_v32/ai\\_19417323/](http://findarticles.com/p/articles/mi_m2248/is_n125_v32/ai_19417323/)
- Kelsen, B. (2009, February). *Teaching EFL to the iGeneration: A survey of using*

- You Tube as supplementary material with college EFL students in Taiwan.*  
*CALL- EJ Online, 10, 1-18.*
- Lowman, J. (1984). *Mastering the techniques of teaching*. San Francisco: Jossey-Bass, Inc.
- Martinez, B. (2007). *A story-based approach to teaching English*. Retrieved from <http://www.encuentrojournall.org/textos/Illan.pdf>
- McLaughlin, B. (1987). *Second-language acquisition in childhood: Volume 1: Preschool children*. (2<sup>nd</sup> ed.). Great Britain: Cromwell Press Ltd.
- Morgan, C., & Nail, P. (2001). *Teaching modern foreign language: a handbook for teachers*. London: Routledge.
- Muñoz, C., & (2006). *Age and the rate of foreign language learning*. Great Britain: Cromwell Press Ltd.
- Oxford, R. (1996). *Language learning motivation: Pathways to the new century*. Hawaii: University of Hawai'i Press.
- Pérez, P. (2004). *Enseñar y aprender inglés en educación infantil y primaria: Volumen I*. Barcelona: Horsori Editorial
- Reichl, S. (2009). *Cognitive principles, critical practice: Reading literature at university*. Germany: V&R unipress GmbH.
- Safont, M. P. (2005). *Third language learners: Pragmatic production and awareness*. Great Britain: Cromwell Press Ltd.
- Shafaei, A., Nejati M. (2009). *Annals of language and learning: Proceedings of the 2009 international online language conference (IOLC 2009)*. Florida: Universal-Publishers.

- Talbert, J., McLaughlin, M. & Rowan B. (1993). *Understanding context effects on secondary school teaching*. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=110>
- Tiwari, (2008) *Teaching of English*. New Delhi: S.B.Nangia A P H Publishing Corporation.
- Vale, D. (1995). *Teaching children English: A training course for teachers of English to children*. Cambridge: Cambridge University Press
- Vyas, M. A., & Patel, Y. L. (2009). *Teaching English as a second language: A new pedagogy for a new century*. New Delhi: PHI Learning Private Limited.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes Cambridge*.Massachusetts: Harvard University Press.
- Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. San Francisco: John Wiley & Sons, Inc.
- Weiner, D., Freedheim, W., Reynolds, M., Schinka, A., Miller, G. & Velicer W. (2003). *Handbook of psychology: Educational psychology*. Canada: John Wiley and Sons.
- Yuh-Mei C. (2006). *EFL Instruction and assessment with portfolios: A case study in Taiwan*. Retrieved from [http://www.asian-efl-journal.com/March\\_06\\_ymc.php](http://www.asian-efl-journal.com/March_06_ymc.php)
- Zhang, B. & Ma, L. (2009). *A survey on the cultural content of college English teaching materials*. Retrieved from [http://en.cnki.com.cn/Article\\_en/CJFDTOTAL-WYJY200404009.htm](http://en.cnki.com.cn/Article_en/CJFDTOTAL-WYJY200404009.htm)

## Annexes

### Bibliographic information:

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

### Studies:

Title of the Study:		
Citation in APA format:		
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?		

### STUDENT'S SURVEY

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

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

**CLASS N°** \_\_\_\_\_

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

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

### TEACHER'S SURVEY

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

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

**CLASS N°** \_\_\_\_\_

**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?

\_\_\_\_\_

\_\_\_\_\_

### OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

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

CLASS Nº \_\_\_\_\_

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

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

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

\_\_\_\_\_

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

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

