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

Trabajo de fin de titulación

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## CERTIFICATION

M.S.Ed. César Ochoa

Certifies that:

This research study has been thoroughly revised by the graduation committee. Therefore, authorizes the presentation of this thesis, which complies with all the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, December 2012

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

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## DEDICATION

This project could not have been possible without the help of God who made all things possible with his blessing; he has provided me the necessary strength to achieve this goal, thank you so much Dear Lord.

I would like to express my special thanks to my husband Vicente Chang for his unconditional love and support, I also thank my sons Kevin and Ronny Chang for their comprehension through the duration of my studies, they were my inspiration and motivation.

Gladys Neira Salazar

This research study is dedicated firstly to God, who kept my spirit up when I lost strength and courage. This research study is also dedicated to my mother and to my grandmother who have supported me all the time. Although my grandmother is not longer in this world, her memories continually influence my life, I will never forget her! I also wish to thank to my husband Wladimir who paid for my entire career and gave me the necessary support to move forward toward my goal. Lastly, to my children Erick and Geraldine that are the purpose of my life. I love you all!

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## ABSTRACT

This study is titled “The use of supplementary materials for teaching children in EFL classes”; its focus is on whether the used materials were pertinent to the lessons, their appropriateness to students’ level and age, and their quality.

This study was done in a private elementary school in Calderon, Quito. Ten classes were observed in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades, with approximately 20 male and female students in each. The relevant aspects of each used supplementary materials were noted. Also, teachers and students were interviewed regarding their opinions and preferences of the materials.

The bibliographical information was gathered to write the literature review, and the results of the class observations were analyzed qualitatively and quantitatively.

The types of supplementary materials most used for teaching children in EFL classes were, visual materials, audio materials, and realia. Specifically, the white board, pictures, dialogues, objects, songs, and stories. Generally, the used supplementary materials were pertinent to the class topics and objective, were selected according to the students’ age and level, and were of good quality.



## INTRODUCTION

Teaching English as foreign language is related to several factors such as learners' social and cultural background, methods, techniques, and the type of didactic materials that teachers select to teach their classes.

The appropriate use of the different types of aids and resources help teachers to achieve their goals; more specifically, supplementary materials facilitate the teaching-learning process because they make classes interesting, they motivate students to learn, and they help learners to retain information. But, it is important that teachers choose the correct material according to important aspects related to the lesson such as objectives, content, and topic. In the same way, the type of supplementary material selected by teachers has to be good enough to motivate students to learn, to participate actively in the classroom, and to meet learners' needs. For all these reasons, this study is titled "The use of supplementary materials for teaching children in EFL classes".

This study is focused on achieving three specific objectives. The first one is to identify and to analyze supporting materials used for teaching children in EFL classes. The second one is 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 is to determine the frequency and variety of the supplementary materials used in the observed classes.

The importance of this research relies on the fact that it makes possible the analysis of whether supplementary materials are being correctly used by teachers in EFL classrooms. It also brings important findings about the type of material used in EFL classes, their variety, and frequency of use.

Several studies on this topic have been done; three of them are briefly described on the next lines. One of those investigations was done by Kelsen (2007); he conducted a study to examine the use of YouTube as supplementary material with EFL students; this research revealed students' positive attitudes to using the Internet as a resource to study English. The researcher concluded that YouTube can be used as a motivational tool and it provides the necessary input to students; he also mentioned that using YouTube motivates students and it makes classes more interesting. Some of the limitations that this study confronted were related to the English version of the questionnaires, small sample size, and sample restricted to the same department.

Another important study was done by Benko (2003) about the benefits of songs and rhymes on EFL students. Results showed that students preferred light activities such as singing and chanting as elements of the new course curriculum. With regard to those results, the researcher concluded that songs and rhymes strongly motivated students and added to the learning process because students demonstrated a positive attitude towards songs and rhymes. This research failed proving students' progress levels on foreign language learning.

Another important study was done by Hsieh et.al. (2010) to prove usefulness of DVD films as source of motivation in EFL classes. They found that films strongly motivate students to study English and practice their language skills, and the use of films as supplementary materials makes the classes fun and interactive. Concerning limitations of the study, Hsieh explained that the experiment was not a part of the course curriculum; students' preferences could influence tests responses, and the teachers use Taiwanese captions to solve students' problems with meaning.

As a result of the effects of supplementary materials revised previously, this research can be used by teachers to explore new alternatives for teaching in EFL classes. It was an extraordinary experience for the researchers of this study because the findings will help them to improve their teaching process in the classroom. The findings of this research also have important implications for future studies about the use of supplementary materials. In addition, Universidad Técnica Particular de Loja will also benefit from this study because it will be a good source of information for the TEFL students in this institution.

Limitations of this research are related to students' opinion about the material used in each class; their responses were influenced by their fear to the reaction of their teachers to the answers that they gave. It would have been necessary that the teacher, or the researchers, had explained the objective of the survey to the students before it was applied.

## METHOD

### *Setting and participants*

The setting for this research was a private school located in the parish of Calderon, to the north of the city of Quito; its classrooms were in good condition, clean, well illuminated, and warm. 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade were chosen to carry out the ten observations; each grade had an average of 20 male and female students. In relation to the participants, they were children between 8 and 10 years old 12 boys and ten girls that received two hours of English language instruction four times per week; the students ranged from a lower to middle social class.

### *Procedures*

In the first place, the theoretical information about the necessary topics and studies related to this research was collected. This information was used for the literature review. Then ten classes were observed in each of the grades selected. During observations, the way the teacher used supplementary materials was carefully scrutinized; supplementary material used in the observed class was listed on an observation sheet. Each of those sheets had their corresponding description format on which all the aspects of use were detailed each supplementary material along with their pertinence to the topic and to the objectives in each class. Details about appropriateness to students' age and level, creativity and originality, and quality of the used materials were also described in the description sheet.

All the procedures described above were done using the qualitative method. After the ten observations were completed in each grade, the results in four charts were tabulated. The first chart was used to register the type of supplementary material used in the three grades; this information was obtained from the observation

sheets. The second, third, and fourth chart were used to register the pertinence and appropriateness of the supplementary materials used in each of the ten observed classes; this information was obtained from the description sheets used in each observed class.

Once all charts were filled, the number of supplementary materials used in each of the ten observed classes were counted, those values were denominated as the frequency of use of supplementary materials; this procedure was repeated for each grade. The frequencies of use of each supplementary material were registered in a fifth chart and the percentages of each frequency was calculated; this method was used because it establishes a connection between direct observations and mathematical expressions to determine the frequency and variety of the supplementary materials used in the observed classes.

After charts were filled and the frequencies calculated, a qualitative and quantitative analysis of results was done. These methods were used to carry out the analysis of the samples and interpretation of the data. This collected data was next explored, analyzed, described, compared and organized into statistical charts for better viewing and understanding.

In addition, during this investigation, there were several techniques and tools that were needed. In regards to the techniques, the following were applied: reading and note-taking in order to collect the bibliographic information, and direct observation and surveys for gathering first-hand data. The instruments used were: data collection formats, observation formats, and tables. With these instruments, it was possible to effectively carry out each activity, ranging from gathering was

possible to effectively carry out each activity, ranging from gathering bibliographic information, to data analysis.

The pertinence, appropriateness, and quality were identified and discussed for each supplementary material used in each individual class. Finally, to complete the analysis, it was required to determine and compare the variety and frequency of supplementary materials used among 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades.

## DISCUSSION

### Literature Review

Supplementary materials have been analyzed on terms of their usefulness and importance within the teaching – learning process. Research had demonstrated that they are a very useful tool in the learning process because they provide different approaches to the theme of the class, create effective learning, change the class environment and make the classes more interesting and motivating.

In order to understand what supplementary materials are and their benefits, this section shows important theories about some aspects such as teaching a foreign language, learners' characteristics and their motivation for learning, learning styles, and definitions about supplementary materials. To complement this theoretical background, five studies were selected to show different ways to use supplementary materials and their effects on students.

#### *Teaching a foreign language*

Teaching a foreign language comprises cognitive, social, and institutional aspects. About these aspects, Kramsch (2002) mentions that teaching a foreign language deals with diversity and equity in schools, communication between different educational levels in the school environment, standardization of teaching and testing practices, and syllabus and curriculum design. According to him, teaching a foreign language is strongly related to literacy in early years and it aims to resolve certain aspects such as the amount of background knowledge needed to make sense of foreign texts, or the amount of transfer among L1 literacy and L2 literacy.

About aspects related to teaching a foreign language Ur (1991, p. 4) says, “Learning may take place without conscious teaching; but teaching, as I understand

it, is intended to result in personal learning for students”. She explains that, even though teaching a foreign language is related to activities; tasks; and learning experiences, it is also related to other aspects such as lesson planning, classroom discipline, and provision of important topics.

Those important topics mentioned by the previous author may lead to focus on the objectives of foreign language teaching, as Tiwari (2008) explains, to understand spoken English, to speak English, to understand written English, and to write English. He states that teachers should provide students opportunities to develop those skills through giving them practice using audio and printed materials.

More specifically, the objectives of foreign language teaching are strongly related to what is needed to be taught and how to do it. According to the point of view of Tiwari (2007), there are different methods that teachers can use to teach certain topics according to their teaching aims. For example, at early stages of English learning teachers can use the traditional grammar translation method to explain complex word meaning using the learners’ mother tongue; so, this author explains that methods help teachers how to teach a foreign language.

Therefore, the authors mentioned above remark that teaching a foreign language is not only related to methodologies; it also involves other aspects such as planning, objectives of foreign language teaching , and the amount of practice that teachers provide to students using different resources.

### *Learners*

Teaching a foreign language implies dealing with different ranges of ages. Concerning this, Scovel (2001) compares adolescents, adults and children and state that adolescents and adults learn better than children; but, children acquire



pronunciation in better ways than the other groups. According to him, children learn better a new language because of their background knowledge of their mother tongue; for this reason, he recommends that the best moment to acquire a language is about 8 -11 years, although adolescents and adults show more motivation for learning a new language than children. Cameron (2001) also contrasts older learners and children and remarks that children demonstrate more enthusiasm for learning than adults and adolescents. She argues that, even though children do not have the same capacities to understand teachers' instructions as older learners, children do not feel embarrassed about talking in a new language and acquire pronunciation better than older learners.

However, learners' differences are not only related to age; they also have different traits, cognitive and affective. Concerning this, Mitchel & Florence (2004) explain that learners are also different because they show different intelligence measures, those who have higher measures tend to do well in learning a language. Mitchel & Florence (2004) also state that differences depend on aptitude to learn a language, and their progress on learning languages.

Motivation is another aspect that influences learners' learning rate; in this field only Mitchel & Florence (2004) provide some information. They define motivation as a force that drives learners to achieve their goals; according to them, motivation can be internal and external. Internal motivation originates in personal goals that individuals want to accomplish; on the other hand, external motivation originates from rewards and approval that learners receive from others. In addition, these authors also explain that learners' attitudes towards a language influence their success in learning paths. These authors also believe that attitude, motivation and

achievement are related to each other, and they also state that learners' anxieties influence their ability to speak.

About the relationship between motivation and achievement, Scovel (2001, p.115) says, "Motivation is a sense of achieving something that individuals really want". Littlewood (1984) mentioned by this author, classifies motivation as integrative and instrumental; integrative motivation refers to communicative needs of learners, and instrumental motivations refers to learners' personal goals. Similarly, Cameron (2001) also defines motivation as the need of achieving something, she expresses that children are naturally motivated by their curiosity.

To sum up, learners as recipient of knowledge are diverse. They show different sources of motivation and age determines certain aspects of learners' ability to learn.

#### *Learning styles*

Diversity on learners' characteristics determines, according to some authors, their preferred style for learning. In relation to this, Kinsella (1995), he states that learning styles refer to the way a learner absorbs knowledge; according to him, learning styles persist no matter what teaching technique is used. Another definition is provided by Felder & Silverman (1988) who define learning styles as the way individuals learn. These researchers explain that learners can use their senses to learn new languages, they also learn by acting and reflecting, by reasoning in two ways: logically and intuitively, by establishing analogies and adopting models; all those styles of learning are known as models of learning styles. They recommend that teachers' techniques must be used according to learners' learning styles. Other types of learning styles are described by Reid (1984) who says, "Reinert (1976) had demonstrate that learners have four basic perceptual learning channels: visual

learning: reading charts, auditory learning: audiotapes, kinesthetic learning: physical involvement, tactile learning: building models or laboratory experiments.”

### *Teaching techniques*

Teachers use teaching techniques to add variety and accomplish teaching-learning goals. Vale & Feventum (2004) express that teaching children demands that teachers use alternative ways of teaching and recommend to adopt an activity based approach. This approach means incorporation of practical tasks, songs, rhymes, etc., so children can have more opportunities to learn and retain information. Equally, Harmer (2004, p.37) says, “In the light of children’s characteristics, good teachers need to provide a rich diet of learning experiences which encourages their students to get information from a variety of sources”. Some teaching techniques that Harmer recommends are group work, timed and flexible activities, variety of tasks, games, songs, physical activities, etc.

Scott & Ytreberg (1990) also give some recommendations for teaching children such as teaching using songs and rhymes, pictures, and lots of activities that involve movement and senses. They also mention that variety of activities, voice, peace, and organization prevent children from getting bored; children need to be exposed to significant amounts of language through reading and writing, and grammar taught as grammar should be minimal and it should be taught to older learners. More specifically, these authors describe teaching techniques with regard to the four skills. A first group of techniques that can be used to improve listening skills are listening for details, and independent listening; each of those techniques comprises groups of activities such as questionnaires, fill on the blanks, or creating stories. A second group of techniques correspond to speaking skills, Scott &

Ytreberg mention that teachers cannot predict what children want to say; so, they recommend some techniques to motivate children to speak as for example: presenting language orally, guided practice, role play, free activities, pair work, and group work.

A third group of techniques is related to reading skills, Scott & Ytreber remark that reading is the easiest skill for teachers because students are learning to read in their native language; and, they list these group of techniques that are useful to teach this skill: word divisions, sentence link, paragraphs, how letters relate to sound, reading aloud, and silent reading. Finally, these authors mention that main techniques for teaching reading are controlled writing, guided writing, and free writing. They explain that controlled and guided writing can be used to emphasize the language itself and these techniques are adequate to teach beginners and intermediate learners, and free writing allows advanced learners to express themselves.

Therefore, teaching children involves usage of lots of visual resources and activities that enthusiastically involve children.

#### *Different teaching contexts*

Teaching takes place in different contexts that are influenced by various aspects. One of those aspect refers to setting an appropriate environment, about this Yi (2007) mentions that providing good learning opportunities is essential in teaching languages; learners not only need discipline, classroom rules, or modern classrooms. Learners also need environments that actively promote communication. For this reason, Littlewood (1984) mentioned by Yi (2007, p.130) recommends:

The learner feels strongly a communicative need to use the target language in the class.

Adequate opportunities are provided for the learners to use the target language for personal communication.

There is an easy climate in the class in which the learners enjoy participating in the classroom activities. (Yi 2007, p.130)

McDonald & Hershman (2010, p.24) coincide with Yi and say, “Students should feel welcomed and inspired to learn from the moment they walk up to your door...Remember that students will be motivated to learn in an environment that is stimulating”. They mention that research has proved that physical surroundings influence students’ learning process; for this reason, it is recommend that teachers take into account some aspects such as whiteboard and students position, furniture arrangement, decorations, centers of special areas within the room, etc. Finally, McDonald & Hershman (2010, p.21) say, “Your classroom reflects your personality and teaching style”.

Other aspects related to the teaching context are the physical environment and classroom management. About the physical environment, Scott & Ytreberg (2004) declare, “children respond well to surroundings that are pleasant and familiar”; so, they recommend that teachers decorate classroom using calendars, posters, plants, children’s work, and anything that has positive influence on children’s learning process. With regard to classroom management, these authors state that students need to feel secure in the classroom and they need to identify who is in charge and the set of rules they must follow.

In addition to those aspects mentioned above, Martinez (2001) states that a good teaching context provides the adequate resources to promote language learning;

some resources that this author remarks on are: laboratories, technology, furniture, learning spaces, correct use of teaching time, small groups, and support from school authorities.

Therefore, there are several aspects that are important parts of the teaching context. Because of students spend a lot of time in the school interacting with the school environment; it is necessary that teachers create positive teaching contexts to make it pleasant and familiar.

### *Supplementary material*

It was mentioned above that students learn better in positive environments, all resources that the teacher uses for teaching a lesson also influence students' learning; in order to use supplementary material is important to know some definitions.

Some authors define supplementary materials as source of quality, information, and entertaining. A first definition is provided by Dash & Dash (2007, p.122), they say, "Those materials which are quite helpful in improving the quality of teaching and learning". Similarly, Kochlar (1985, p.133) also provides a definition of supplementary materials as source of information, "Teaching aids are those materials that help teachers to transmit information and make it meaningful for learners".

Finally, Maxom (2009) states that supplementary materials are aids that teachers use to make their classes fun and interesting.

In addition to main definitions about supplementary materials, there are some aspects about their importance for the teaching process. With regard to this, Dash & Dash (2007) state that supplementary materials help teachers to present new information, and clarify ideas; according to them, supplementary materials are important because they visualize what teacher wants to teach to the students;

supplementary materials also add interactivity and help students to retain information. In the same way, Kochlar (1985) remarks that supplementary materials are important because they bring new experiences to learners; he emphasizes that main objective of supplementary materials is to avoid boring classes. Finally, Maxom (2009) comment that supplementary materials are important because they allow meeting students' learning styles.

Supplementary materials are important and they have a role within the teaching process. About the role of supplementary materials Dash & Dash (2007, p.127) say, "They motivate children's interest towards the learning task, imagination of events, the power of observation and motivation for further knowledge; they help to reduce meaningless and excessive verbalism on part of the teacher". Maxom (2007) also mentions important aspects about the role of supplementary materials; according to him, the role of supplementary materials is to get students interested and emotionally involved in learning activities.

In order to comply with the role of supplementary materials it is important to know their categories. Kochlar (1985) identifies these categories of materials: visual, audio and audio visual resources. He explains that visual materials can be seen but not heard; some examples are: motion picture, chalk board, flannel board, maps, pictures, diagrams. He also identifies audio materials as those which students can hear as: phonograph and audio. Finally, this author explains that audio visual materials are those which students can see and hear; he highlights that this type of materials provide great and meaningful experiences for learners. Some examples of audio visual are: television, and sound motion pictures.

Similarly, Maxom (2010, p.9) also presents some examples of supplementary materials and their applications in the classroom:

**Flash cards:** Not just for primary school, flashcards are good fun for adults and children alike.

**Drawings:** A simple stick figure drawing is enough to make students smile and give them something to talk about.

**Photos (or Pictures):** Save old magazines, or even catalogues, as photographs, they are great for explaining the meaning of a word, or setting a context.

**Videos:** Short video clips really grab your students' attention and lend themselves to further activities in the practice and production stages,

**Realia:** The term for real objects you use to help you teach. Students feel involved when they get to touch something or move it around. Realia works to reinforce learning for visual and kinesthetic learners alike. (Maxom 2010, p.9)

All the authors above mention different types of materials, but they do not explain anything about one type of supplementary material that is traditionally used in the classroom: the white /black board. About this material, Dobbs (2001) describes different uses and positive characteristics of this resource; she explains that it is usually used to record messages, to write instructions, to show new information, to write provocative questions,



tongue twisters, riddles, scrambled vocabulary words, and to write down what students say. She also expresses some activities in relation to students' level and; for beginners teachers can draw illustrations or abstract forms. Similarly, she relates this material to students' learning styles and says,

Writing on the board is an active, public, physical activity; students not only can see something happening, they can physically make it happen themselves... When the teacher write on the board, students whose learning is strengthened by visual stimuli benefit. When students write on the board, their learning is strengthened by hands-on, kinesthetic experiences benefit. When a number of students write on the board simultaneously and others write on their desks, elements of competition are immediately introduced into the classroom chemistry that heightens students' interest. (Dobbs 2001, p.2)

Other uses of the white/black board are described by TE Editor (2010), it explains that teachers may use this type of supplementary material to play games, to display information, and to use it together with visual resources. This also recommends that teachers to organize the surface of the white/black board by dividing it into sections according to the characteristics of the lesson; in the same way, teachers should encourage students to come out to the board to write sentences, to draw, or students also can work in groups while they use this material.

To sum up, supplementary material helps teachers to avoid routine, and facilitates retaining of information through interactive and attractive means.

Once interesting topics haven been discussed, it is time to review some studies that prove the effectiveness of supplementary materials and their influence on students' learning process.

One of the studies is the one done by Kelsen in 2007; he conducted a study to examine the use of YouTube as supplementary material with EFL students. The participants were students from a Taiwanese University; they received a questionnaire to identify their previous experience with YouTube. The students watched some videos in YouTube in replacement of their textbook and did some activities such as answering cloze tests, telling the story that they saw, and discussions about the videos. Main findings revealed students' positive attitudes to use the Internet as a resource to study English; but, they did not return to use the web site after class. According to this, students need to be obliged in order to perform web based activities alone.

From the results described above, Kelsen concludes that YouTube can be used as a motivational tool and it provides the necessary input to students; he also mentions that using YouTube motivates students and it makes classes more interesting. In addition, Kelsen recommends teacher guidance during students 'experiences with YouTube. Although positive results, there were also some limitations as the fact that questionnaires were only written in English, the self-reported nature of the questionnaires, small sample size, and sample restricted to the same department.

Another study was done by Chwo, Jonas & Chuang in 2010, this study wanted to demonstrate to which extent supplementary materials help to enhance listening and speaking skills. Participants were from four sophomores non-English major classes in Taiwan; they were divided into two groups: an experimental, and a control group. The experimental group received instructions from a native speaker that used supplementary materials, and the control group received instructions from a Taiwanese teacher that used traditional teaching methods. Chow found that experimental group outperformed better than the control group, and that using supplementary materials improve students' listening and speaking skills as showed the results of the questionnaire that was applied before the students received instruction. Chow also found that both groups outperformed well when both teachers used supplementary materials in their classes; they also showed that both groups outperformed better when teachers used supplementary materials in their classes.

In addition to those conclusions, Chow recommends that teachers should use a variety of resources in their classes to expand EFL learners' learning capacity; according to them, it is also important the type of teaching strategy that teachers use together with supplementary materials. This study was limited because oral assessment was not included in the applied tests, and tests were restricted to the students that were selected to answer them. Other activities such as vocabulary memory skills, information gap, and oral presentation were applied only to the control group.

A third revised study is the one done by Durdu in 2003 where it aim was to prove the benefits of using a web-based learning tool on teaching vocabulary. This study was carried out in Turkey, and participants were a group of 24 students from

the eighth grade attending METU College. Concerning methods, students received instruction about eight lectures in a week and one laboratory session per week; during the laboratory session students had opportunity to practice the unit session through the use of a web-based tool. A questionnaire was applied to investigate students' perception of the tool; the teacher's perception about the designed web-based tool also was evaluated. Results of this study demonstrated that the web-based tool obtained a positive opinion from students and they found vocabulary instruction and practice very fun. In addition, results obtained from the questionnaires also gave evidence about the efficacy of the tool in terms of acquiring hearsay through the dictionary and the chat room of the page. Students also considered the chat room of the web-based tool more entertaining than classroom practice. Teacher's answer also supported the benefits of the tool in terms of vocabulary learning, hearsay and online communication.

But, this study was limited by the small amount of words that served to design the vocabulary practice (19 words); another limitation was related to the lack of visual clues that could help students to infer word meaning. In addition, the study was limited to students' honesty in their responses.

Next study considered for this research was designed by Hsieh et.al. in 2010 to prove usefulness of DVD films as source of motivation in EFL classes; participants were freshman students in a Taiwanese University. Students were divided into two groups: and experimental group, and a control group; a native teacher taught the experimental group using a comic film as supplementary material, and a Taiwanese teacher taught in the control group using a horror film and traditional methods of instruction. The results of the study demonstrated that the

experimental group outperformed better than the control group and 95% of students considered that using films motivated them and helped with their learning process.

According to the results found on this study, Hsieh concluded that films strongly motivates students to study English and practice their language skills, and the use of films as supplementary materials makes classes fun and interactive. Therefore, he recommended that teachers the use of films on their teaching classes on the basis of a careful selection according to students' level and using English captions.

Concerning limitations of the study, Hsieh explained that the experiment was not a part of the course curriculum; students' preferences could influence tests responses, and the teachers use Taiwanese captions to solve students' problems with meaning.

The last revised study was done by Benko in 2003 about the benefits of songs and rhymes on EFL students. The research took place in an elementary school from Budapest, and participants were 60 students from 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade aged from 10 to 13. Teachers used songs and rhymes on their teaching classes; before each class students answered a test to know their preferences to the target language, traditional teaching techniques previously used by their teachers, and their opinions on the use of songs and rhymes during their classes. Results showed that students preferred light activities such as singing and chanting as elements of the new course curriculum. But, these results did not reflect students' progress levels on foreign language learning because questions were focused on their preferences about teaching techniques. In the same way, classroom discussions about the use of songs and rhymes as supplementary materials were done through students' mother tongue.

Although study's limitations, Benko concluded that songs and rhymes strongly motivate students and built up the learning process because students demonstrated a positive attitude towards songs and rhymes.

In summary, all of these studies give interesting findings about the use of supplementary materials in EFL learning.

## RESULTS

### Qualitative Tabulation

Chart one: Type of supplementary material used to teach children

Variable	Indicators	Yes	No
Visual	Flash cards		
	Power point presentations		
	Maps		
	Pictures	√	
	Charts		
	Handouts		
	Posters		
	Word cards		
	White boards	√	
Audio	Songs	√	
	Dialogues	√	
	Stories	√	
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)	√	
Online	Websites		

Authors: Sandra Salas & Gladys Neira

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

grades

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

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

Authors: Sandra Salas & Gladys Neira

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



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	
		Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.
Visual	Flash cards																				
	Power point presentations																				
	Maps																				
	Pictures	√	√											√	√					√	√
	Charts																				
	Handouts																				
	Posters																				
	Word cards																				
	White board	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Audio	Songs										√	√									
	Dialogues			√	√			√	√	√	√										
	Stories													√	√	√	√				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)	√	√												√	√					
Online	Websites																				

Authors: Sandra Salas & Gladys Neira

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

Chart four: Pertinence and appropriateness of the supplementary material used in 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	
		Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.
Visual	Flash cards																				
	Power point presentations																				
	Maps																				
	Pictures	√	√												√	√	√	√	√	√	√
	Charts																				
	Handouts																				
	Posters																				
	Word cards																				
	White board	√	√	√	√	√	√	√	√	√	√	√								√	√
Audio	Songs					√	√														
	Dialogues			√	√			√	√	√	√				√	√					
	Stories																√	√			
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)											√	√	√	√						
Online	Websites																				

Authors: Sandra Salas & Gladys Neira

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

## Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4 <sup>th</sup> grade	5 <sup>th</sup> grade	6 <sup>th</sup> grade	Total	Percentage
		f	f	f	f	%
Visual	Flash cards	0	0	0	0	0%
	Power point presentations	0	0	0	0	0%
	Maps	0	0	0	0	0%
	Pictures	7	3	4	14	24.13%
	Charts	0	0	0	0	0%
	Handouts	0	0	0	0	0%
	Posters	0	0	0	0	0%
	Word cards	0	0	0	0	0%
	White board	8	10	7	25	43.10%
Audio	Songs	0	1	1	2	3.44%
	Dialogues	0	4	4	8	13.79%
	Stories	0	1	1	2	3.44%
	Tales	0	0	0	0	0%
Audiovisual	Videos	0	0	0	0	0%
	Movies	0	0	0	0	0%
	Documentaries	0	0	0	0	0%
Realia	Objects (toys, plants, fruits)	3	2	2	7	12.06%
Online	Websites	0	0	0	0	0%
TOTAL		18	21	19	58	99.96%

Authors: Sandra Salas & Gladys Neira

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

## Description, Interpretation, and Analysis of Results

The qualitative and quantitative analysis of results is presented in this section to describe the types of materials used for teaching children in EFL classes. The qualitative analysis is a detailed description of the pertinence, appropriateness, and quality of each of the used materials in each grade. The quantitative analysis describes the frequency of use of each supplementary material in the observed classes.

### *Qualitative Analysis*

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

#### *Pictures*

This material was used in the first class “family members”; its goal was to use present simple and possessive adjectives to talk about family members. The teacher showed the pictures of family members to the students and asked them to describe what they could see using the present simple; then students talked about their family using the target language.

This supplementary material was used correctly according to the topic of the class because students utilized vocabulary words which were introduced by the teacher at the beginning of the class to speak about family members, and were inspired to do this by the colorful images of family members illustrated in the pictures. In the same way, this material was used appropriately in relation to the objectives of the lesson, because students actively used the target language, specifically, present simple, possessive adjectives, and vocabulary words to talk about family members.

Additionally, it is important to mention that the pictures were appropriate to the students’ age, level and understanding because they contained simple images that

the students could relate to. It was clear that the teacher took into consideration the age and basic level of the students to ensure that the topic shown in the pictures was easy for them to discuss.

Regarding the quality of the supplementary material, it was of good quality, because the teacher cut the pictures from different popular magazines, and they were clear, colorful, and pasted on a large flashcard for excellent student visibility.

In the second observed class in the 4<sup>th</sup> grade, the topic was “Occupations and place of work”, and its objective was for the students to talk about occupations and places of work using present simple, third person and prepositions of place. The teacher displayed the pictures for the students to look at, and then asked them to identify the occupations and places of work shown. Next, the students were asked to work in their notebooks to write sentences about what they observed.

Primarily, this supplementary material was pertinent to the topic of the class, because after looking at the large and colorful pictures, the students could identify and describe occupations and work places using the target language (present simple, third person and prepositions of place).

It is essential to note in this case that this material was only somewhat appropriate to the students’ age and language level because, even though the students comprehended the topic and participated actively initially, their attention began to wander later during the lesson. The teacher could have alternated supplementary materials; for example, games, to maintain students’ interest in the topic, considering the students’ relatively young age and shorter attention span. With regard to the students’ survey, the answers showed that they liked the material that their teacher used, but they also mentioned other types of materials their teacher could use would be: songs, videos, and tales.

As a final note, the quality of this material was good because the pictures were large, colorful and real for clear student's, visibility.

In the fourth class, the theme was "regional clothes" and its objective was to improve learners' speaking, listening, reading, and writing skills. Students looked at the pictures and, in small groups, verbally described what they could see; after that, they wrote their personal opinions in their notebooks about regional clothes. In the second part of the class, the teacher read aloud a text, while students followed the reading in their books.

It was observed that the pictures were pertinent, and used according to the topic of the class, because they showed clear images of people wearing regional clothing from the different Ecuadorian regions: coast, highlands, and Amazonia, to inspire discussion and thought. In addition, the material was used according to the objectives of lesson because the students spoke to one another in their small groups about what they saw in the pictures, and they wrote opinions about regional clothes. The text that they listened to and followed along with in their books was directly corresponding with the images that the students had seen; this portion of the class would have been largely ineffective if the teacher had not first used the original supplementary material.

It was also noted that the teacher also considered the students' age and students' language level when he selected this material because the pictures showed people wearing different regional clothes from their own country, which they were somewhat familiar with, and so was effective in capturing their interest.

Additionally, the learners used appropriate vocabulary words that they knew to describe what they saw such as: pants, shorts, sweater, shirt, etc. Even though the pictures were age and level-appropriate, the students seemed slightly bored as the

class progressed. This was likely because the teacher explained that he habitually uses this type of resources for teaching; according to him, pictures help students to visualize concepts. To avoid students losing their interest on the lesson, Scott & Ytreberg (1990) recommend teachers to use activities that involve movement and senses for teaching children. For instance, the teacher could have used realia to teach about regional clothes; the students (or the teacher) would have brought different types of clothes to use them along with the pictures.

As a final comment on this class, the quality of the supplementary material was good, as the pictures showed real and colorful images; the material was made by the teacher using pictures from magazines, they were pasted on large pieces of cardboard that were of sufficient size for the students to view clearly.

The topic of the fifth class was “Celebrations”, and according to its objectives, students would learn to give information about celebrations using general vocabulary and ordinal numbers. The teacher showed the students pictures for them to look at and brainstorm aspects about the topic, also the teacher wrote on the whiteboard new vocabulary words. The pictures showed images of some celebrations, such as Christmas, Batalla del Pichincha, Halloween, etc.

It was primarily noted that this supplementary material was used according to the topic and objectives of the class because students used the pictures as guides to talk about aspects of the celebrations, as well as to say the dates of each celebration, for example: “Christmas is on December 25<sup>th</sup>”, effectively practicing the use of ordinal numbers.

In the same way, the material was appropriate to students’ age because the teacher used pictures of events that the young students were already familiar with in their lives, and could recognize easily. The pictures were also appropriate to

students' language level, because learners used simple sentences and familiar vocabulary to say the dates of each event, as well as to talk about them in general. Even though Kochlar (1985) remarks that supplementary materials avoid boring classes; the pictures used by the teacher in this class did not motivate learners enough, despite their appropriateness for student age and level. According to the two interviewed students, the teacher habitually uses pictures in the classroom.

Finally, the quality of the material was adequate, as the teacher cut pictures from different magazines and newspapers and he pasted them on pieces of card that had good size (45x55cm).

The teacher used pictures once again in the seventh class, which was titled "Healthy habits"; the objective of this lesson required that learners use new vocabulary and adverbs of frequency in order to describe healthy habits. The teacher used pictures with colorful images of children doing exercises or eating fruits and vegetables to capture students' attention and to encourage them to talk about healthy habits, such as doing exercises regularly, eating healthy food every day, etc.

It is relevant to mention that the material was pertinent and appropriate to the topic, because the pictures showed various types and examples of children practicing healthy habits; it was also used according to the objectives of the lesson because students used vocabulary words and the grammar structures to talk about the healthy habits that the pictures inspired.

In addition, the pictures were adequate to students' age because they showed graphic images of children who were very much like the students themselves, doing healthy activities, and in this way, the students were able to directly relate the activities to their lives and take an interest in the topic. In addition, the supplementary material was adequate to students' language level because the teacher



used the images to elicit from students easy and basic sentences that described healthy habits. This time the pictures were correctly used to motivate students because they participated actively in the classroom; the teacher encouraged students to say what healthy habits they practiced in daily life. This confirms what Maxom (2007) explains about the role of supplementary materials, they get students interested and emotionally involved in learning activities.

In regards to the quality of the material, it was good, because the teacher had printed colorful pictures that he had downloaded directly from the Internet; the teacher pasted them on pieces of 45x50cm cardboards, which were more than sufficient size for clear student viewing.

Once again the teacher used pictures in the class number eight; its theme was “Use of water”, and its objective was to improve learners’ reading skills. The teacher displayed pictures to the students which showed how people use water for different activities such as cooking, bathing, etc. The teacher then explained each picture to the students. Once students looked at the pictures, they read a short text on their books about the use of water.

It was interesting to observe that the supplementary material was pertinent to the class because the teacher used the pictures to present the topic of water use to the class, and grasp their interest with an otherwise potentially boring topic. Also, the material was appropriate to the objectives of the lesson, because it helped students to have a preliminary idea about, and gain interest in the text they read after.

Additionally, the material was adequate to students’ age and students’ level because the information displayed was clear and easy to understand, showing activities that students of that age were certainly familiar with in their own lives, and already had the basic vocabulary skills to understand ideas about the topic, and the

following text. As Dash & Dash (2007) explain, the pictures used by the teacher in this class helped him to present new information and to clarify students' ideas about the content of the class.

In reference to the quality of the pictures, although they were black and white, they were well printed and of a good size for the students to look at clearly (45x50c); so adequate quality was ensured. The teacher downloaded them from the Internet and pasted them on pieces of cardboard.

The teacher used pictures in the ninth class whose the topic was "Food", and the objective was focused on teaching the students to talk about likes and dislikes utilizing related vocabulary. The teacher used colorful pictures showing different types of food such as pizza, chicken with rice, hamburger, pasta, salads, fruits, etc., and asked the students whether or not they liked each of the different types of food displayed in the pictures. The students then answered by expressing their opinion on each particular food shown.

It was significantly noted that the food pictures were adequate and pertinent to the topic and objectives of the lesson because they provided the students with a clear idea of the subjects being discussed; in this case, about the various relevant food selections. Regarding the lesson objectives, the pictures provided a clear jumping point from which the students could utilize the target language.

Also clearly observed, was that the pictures were appropriate to the students' age and language level. The subject matter was attractive, motivating the students to participate actively, and talk about the easily understood topic of their personal likes and dislikes, as Dash & Dash (2007) mention. In addition, students' survey answers showed that they liked this material and they also would like their teacher to use dialogues, realia, and videos for teaching them.

Lastly, regarding the quality of this supplementary material, it was excellent, as the teacher was able to provide the students with a wide variety of clear, colorful, and detailed images taken from various magazines. With the consideration of these factors, a visually inspiring learning aid was used.

#### *White board*

This type of material was used in eight classes in the 4th grade with the same purpose, to write vocabulary words as a reference for students to write their own constructed sentences about the topic of the lesson.

The teacher used the white board in the first class to write the topic of class and vocabulary words; the topic of the class was “family members”. The students would learn new vocabulary, the use of present simple, and possessive adjectives to describe members of their family, for example, ‘Juan is her brother’. For this purpose, the teacher drew a family tree to explain the vocabulary words, also supplemented by some drawings on the board. After, the students made sentences of their own and recorded them in their notebooks.

It was observed that this supplementary material was used according to the topic and objectives of the lesson, because it provided an appropriate visual aid to what the teacher wanted to convey to the students, as Dash & Dash (2007) also mention. In this case, the teacher wrote about the subject matter of the class, family, directly on the white board, as well as several examples of the target language use in relation to the topic. The material also acted as a direct reference for the students to use the relevant target language.

It was clear that the supplementary material was also appropriate to the students’ age and students’ level, because he utilized pictures and diagrams to supplement the words written on the board, in order to better explain the topic to the

students of this age. It was observed that he made drawings to explain the content of class or the vocabulary words. In this class, the teacher could have also used some additional teaching strategies; for example, games to practice vocabulary words; Vale & Feventum (2004) express that activity based approaches are recommended for teaching children.

Additionally, the quality of the supplementary material was generally good in this class, as the teacher's writing on the white board was clear, and large enough for the class to clearly visualize and benefit from the information. In addition, the teacher commented that he usually uses black or red markers because these colors can be better distinguished on the white board.

With reference to the second class, the teacher used the white board to write vocabulary words about the topic of this lesson, which was, "Occupations and places of work", and its objective was that students talk about occupations and places of work using present simple, third person and prepositions of place. The white board was used along with pictures related to the topic, and sometimes the teacher wrote down explanations and drawings to help the students to comprehend the meaning of the words. In consequence, the teacher used this material as an aid to explain the class, the same as what Dobbs (2001) mentioned.

It was noted that this supplementary material was pertinent to the topic and objectives of the class, because the teacher used the whiteboard in this case to help solidify the ideas of the lesson, including use of the target language, in the students' minds; therefore, assisting in their learning process.

Also significant, was that the material, age, and level-appropriate, as clearly, the teacher took into account the students' young age and basic level when writing

simple sentences on the whiteboard, supplemented with drawings for more concrete description.

Finally, the quality of the material was good; it was a large and easily visible acrylic board, on which the teacher always wrote with black and red markers; he always wrote clearly and with good spelling.

In the third class: “Where do they work?” The purpose was to give and ask information about occupations and places of work, using present simple and prepositions of place. Here, the teacher used black and red markers to write the applicable vocabulary words on the white board in order to explain the use of prepositions. He emphasized prepositions with the red marker to explain the use of this grammar structure. Then, students came to the board to write sentences about their own family members.

The whole activity was adequate to the topic and to the objective of this lesson because the white board was effectively used to demonstrate in visual form the use of the target language, prepositions to describe the interesting class topic, occupations and places of work.

Additionally, it was observed that the white board was used appropriately to the students’ age and level because the teacher motivated them to write personal information using simple sentences; in this way, students strengthened their knowledge . Also, it was used to reinforce the students’ knowledge of vocabulary words reviewed in previous classes; therefore, the teacher used the white board as Dobbs (2001) and TE Editor (2010) recommend.

Once again, the quality of this supplementary material was fine; it was of adequate size and surface. Also, the teacher’s writing was always neat, clear and legible in red and black marker.

In the third observed class: “regional clothes”, the objective was to improve the learners’ speaking, listening, writing, and reading skills, using vocabulary words related to clothes. The white board was used along with pictures related to the topic; the teacher occasionally used the white board to write down some explanations about the vocabulary words.

It was noted that this supplementary material was related to the topic and to the objectives of the lesson because the teacher used it to write instructions and relevant vocabulary examples, similarly to the method explained by Dobbs (2001).

The material was also appropriate to students’ age and level because the teacher explained the vocabulary words using simple drawings when it was required by the students; as a result, the material was used to clarify students’ ideas as Dash & Dash (2007) state.

The quality of the white board in this class was observed to be similarly adequate and appropriate, with good a size and surface. Also, clear writing and drawings by the teacher helped to make this material an effective visual aid.

In the fifth class, the topic was “Celebrations”; the white board was used, along with pictures to teach the students how to give information about celebrations and ordinal numbers. The teacher drew a big calendar on the board; she used colored markers and highlighted the special dates that were related to the pictures that she showed to the students such as Christmas, Halloween, Batalla del Pichincha, etc. Then, she asked them some questions as: When is Christmas?; a student came to the board to circle the date in the calendar and to answer the question orally, using the target language of ordinal numbers to express the date of the relevant annual celebration.

This supplementary material was observed to be pertinent to the content of the class, because the teacher used it “to transmit information and make it meaningful for learners” as Kochlar (1985, p.133) says. He achieved this by clearly illustrating on the white board relevant questions about the class topic, and which required the use of the target language for the students to answer; thereby, reaching the class objectives.

Additionally, all the students seemed to enjoy this activity, as it effectively held their interest, and it helped them to practice the use of ordinal numbers; therefore, it was noted to be very appropriate to both the students’ age and language level.

Lastly in regards to this class, the supplementary material used was of good quality, with adequate size and surface. The teacher’s writing was large, clear, and legible; it was another necessity contributing to the good quality of the material.

With regard to the sixth class, with the topic of “My school”, the objective was to practice vocabulary words related to the school locations. The teacher encouraged learners to brainstorm places in their school as for example: football pitch, patio, basketball court, etc. and to write the words on the white board. After this, the teacher drew a map of the school on the board and wrote numbers, then had the students label it with the words that they had previously wrote on the board.

It was clearly observed during the class that the use of this supplementary material was used in accordance with the topic of this lesson, as the teacher used it as a visual tool to draw attention to the vocabulary related to schools. The material also helped the teacher to achieve the objective of the lesson, as the target language was incorporated through the use of the writing and drawing on the whiteboard, and its use made the learning a meaningful experience, as Kochlar (1958) expressed.

The material was also appropriate to students' age and level because it demonstrated the subject matter in a way that the students could relate to not only vocabulary, but visually through the illustrated diagram. Also, they were able to actively participate in the activity, correctly identifying all the school locations using a hands-on approach that was highly effective in the experience of the younger learner.

Again, it was noted that the white board used was of good quality, as was the written and drawn information inscribed on its surface. These factors combined to help make it an effective supplementary material in the classroom.

In the tenth class, the topic was "Healthy habits", and the students would learn new vocabulary and adverbs of frequency to describe healthy habits. This supplementary material was used along with pictures and realia; the teacher began the class using the pictures to elicit from students descriptions about what they saw. Then, he drew a big chart on the white board and asked some students to classify the pictures into healthy and unhealthy food; this activity motivated the whole class to participate.

Primarily noted was that the teacher used this material in relation to the topic and objectives of the lesson, as the visibility of the chart helped the students to organize their ideas regarding the content of the class, including healthy and unhealthy habits, while utilizing the target language of adverbs of frequency and general vocabulary in relation to the topic.

It is also significant to mention that the specific use of supplementary material in this class was selected by the teacher according to the age and language level of the students. As a visual aid for the organization of the students' ideas, this



material was used to make information meaningful for learners, as Kochlar (1985) explains.

Finally, the quality of the material was fine, because it was made of acrylic material, it was in good condition, and the teacher explained that he prefers to use brightly colored markers to highlight important aspects about the grammar structures.

### *Realia*

The teacher used realia in the class number seven, with the topic of “Healthy habits”; the objective of this lesson required that learners use new vocabulary and adverbs of frequency to describe healthy habits. The teacher brought to the class some real examples of healthy and junk food, and taught them how frequently they should eat those types of food. The students were very interested on the topic, and they participated actively, completing a chart in their books to classify healthy and unhealthy food.

It was noted in the class that this supplementary material was used according to the topic and objectives of the lesson, because the real samples of food made the topic of the lesson more concrete in the students’ minds. “they improve the quality of teaching” as Dash & Dash (2007, p.122) say. The material served as a physical example as the teacher applied the target language to reach the class objectives.

In the same way, the material was used according to students’ age and students’ level because the objects were easily recognized by them and learners could describe healthy habits adequately, as they already had some previous knowledge of this topic, as applied to their everyday lives.

It was also observed that the supplementary material was of good quality; in their solid, physical states, the students were able to see and touch the foods in order to enhance their learning experience.

Realia was also used as a supplementary material in class number eight; the topic of this class was “Use of water”, and its objective was focused on improving learners’ reading skills. The teacher gave students brochures with information to avoid wasting water and the students used them to write sentences.

It was noted that this material was pertinent in relation to the topic of the class, as the physical brochures contained information with the same subject matter as the class topic, use of water. However, it is also worth mentioning that the material was not correctly used according to the objectives of the lesson, because the information on the brochures was written on Spanish language. Therefore, students could not practice their English reading skills. However, the material was applied with creativity and students participated actively.

The quality of this material was adequate, with the information on the brochures written in large and colorful font, also including some diagrams and pictures. The brochures were also of an appropriate size for student handling and viewing.

With regard to the ninth class, its topic was “Food”, and the objective of the class was focused on teaching the students to talk about likes and dislikes. The teacher brought to the class different types of food such as fruits, sandwiches, cookies, onions, chocolate, garlic, and cucumber; students worked in pairs asking each other likes and dislikes about the food.

In consequence, this type of material was appropriate to the topic and objectives of the lesson, because real, physical samples of the class topic were provided for direct student handling, that motivated students to learn, as Dash & Dash (2007, p.127) say. Regarding the class objectives, this material demonstrated to the students a means by which to apply the target language.

The material was also adequate to students' age and students' level because the samples could be related to easily by the students, as they were objects that the learners saw habitually at home and they described them easily using the basic applicable grammar structures. In consequence, the teacher provided students a good source of information, as Harmer (2004) mentions.

Finally observed was the quality of this supplementary material. The physical food samples were of good quality, because they were large and solid enough for comfortable student handling and viewing.

### *Learning styles*

The teacher explained in the survey that he considered that all his students were similar in their learning styles and for this reason, he used visual materials in almost all the observed classes. However, he recognized that students participated actively and demonstrated motivation when he used games, and songs to teach the classes; this reinforces what Kinsella (1995) states about the different ways that students have to learn, learning styles persist no matter what teaching technique is used. In consequence, it is important that teachers vary the type of supplementary material used in classrooms.

### *5<sup>th</sup> grade / 9 years old*

#### *Pictures*

The objective of the first class was to learn new vocabulary words; its theme was "A recipe for an orange cake". In the first part of the class, the teacher pasted pictures on the board that described different steps to make a cake and the students put them in the correct order; for this activity, the teacher wrote the new vocabulary on the white board. After that, the students and the teacher made a cake with

ingredients that they brought to the class, the whole class participated actively and they were motivated to learn the vocabulary.

The pictures were pertinent as a supplementary material, as they helped the students to use the words correctly to write the recipe of the orange cake, using the target new vocabulary; this corroborates what Dash & Dash (2007, p.127) say about supplementary materials, “they motivate children’s interest towards the learning task”.

Additionally, it was observed that the teacher selected this supplementary material with consideration of the students’ age and level. The pictures showing the steps in making a cake provided a visual cue which is essential for students’ at this young age to help conceptualize the topic, and to correspond with the basic vocabulary being learned.

It was also noted that the pictures were of good quality as a supplementary material. Taken directly from the internet, they were large, colorful and clear for effective student visibility.

The teacher also used pictures in the class number seven with the aim of helping students to describe the role of trees in the environment; the topic of this class was “The environment”. The pictures illustrated some benefits that trees provide to the environment; the teacher wrote vocabulary words on the board and then guided a discussion about the role of trees in the environment while the students looked at the pictures, and then wrote sentences in their notebooks about their observations.

It is worth mentioning that the supplementary material was pertinent to the class topic, as they clearly illustrated examples of the subject matter being discussed. Also, the pictures were used according to the objectives of the lesson, because they

helped the students to produce simple sentences about what they could observe; they clarify learners' ideas as Dash & Dash (2007) state.

The teacher used the pictures with creativity to maintain her students' level of motivation during the whole class. In this way, the material was selected and used in relation to the students' age and language level.

In reference to the quality of this supplementary material, it was good, as the pictures were large and colorful for clear display to the students.

The topic of the tenth class was "Tourism" and its objective was to teach students the use of should and shouldn't to give advice verbally. The teacher used pictures in this class of different places that tourists can visit and other places that could be dangerous for them, to encourage students to give advice using the grammar structures should and shouldn't. The teacher wrote on the board vocabulary words and she guided the students to use the grammar structures to give advice using information on the pictures. For this activity, the students worked in pairs giving advice to each other, according to the content of the pictures.

It was noted in the class that the pictures were pertinent to the topic because they showed applicable subject matter to inspire real discussion. According to what was observed in this class, the material was pertinent to the objectives because they assisted students to transmit information, as Kochlar (1985) explains.

Also important to mention, is that the supplementary material was appropriate for the students' learning, as the pictures of real situations helped to inspire discussion that was of interest to the students at their age and language level.

Lastly, the quality of these pictures was definitely adequate for fulfilling their purpose, as they were taken directly from colorful and glossy travel magazines by the

teacher, and pasted on large pieces of cardboard, to be used as effective flashcards for student viewing.

#### *White board*

The teacher used this material in all the ten observed classes to write vocabulary words, to explain grammar structures, and to write sentences about the different topics revised in this grade.

In the first class, the objective was to learn new vocabulary words; its topic was “A recipe for an orange cake”. The teacher used the white board to paste pictures that described different steps to make a cake and the students had to put them in the correct order; also, the teacher wrote the new vocabulary words on the white board. After that, the students and the teacher made a cake with ingredients that they brought to the class, the whole class participated actively and they were motivated to learn the vocabulary.

The material was shown to be pertinent to the topic and to the objectives of the lesson because the teacher used it to present the relevant vocabulary words and to paste the pictures; these types of activities are suggested by Dobbs (2001).

In addition, it was observed that the white board was used appropriately as a supplementary material, considering the students’ age and level. It served as an appropriate visual tool to display the pictures and basic vocabulary of the topic, which was essential to the students’ understanding and active participation.

Regarding the quality of the supplementary material, it was fine. The whiteboard was of convenient size and surface, being large enough to hold the pictures that were posted, while at the same time clearly displaying the teacher’s clear writing of the vocabulary words.

In the second class, the topic was “Amazing animals”, and the teacher planned the lesson to have the students practicing reading skills for general information. The teacher copied on the white board the vocabulary words from the textbook and she explained their meaning. Following, the students re-read and made notes on the applicable text.

Consequently, the supplementary material was pertinent to the content of the lesson because it was used to present important information, similarly to what Dobbs (2001) explains. However, the whiteboard was not extremely pertinent to the objectives of the lesson, because although the vocabulary was written on the board, the teacher used the textbook with highlighted vocabulary words and a dialogue as the principal references to have students practicing their reading skills.

It is relevant to mention that the white board was appropriate to students’ age and level because the teacher used it to explain graphically the meaning of vocabulary words when students needed more details; in this way, the material was useful to reduce excessive verbalism on part of the teacher, as Dash & Dash (2007) mention. However, the teacher’s reference to the vocabulary in the text performed this same function.

Additionally, the quality of the material was good, with the whiteboard being of appropriate size and surface. Also, the teacher’s writing of the vocabulary words was large and legible to enhance student understanding.

In the third class, the topic was “regular and irregular verbs”, and the objective was to learn new vocabulary and improve students’ pronunciation; the teacher used the white board to write a list of regular and irregular verbs such as jump, play, cook, run, eat, sleep, etc. She explained the past form of each verb using a red marker to emphasize spelling variation on regular verbs and to write the past

form of each irregular verb. Then, she pronounced each verb and students repeated it after her. After the presentation stage, students practiced verbs usage writing on the board and reading aloud their own sentences.

It was noted in the class that the white board was appropriately used in relation to the topic and to the objectives of the class because it helped the students directly visualize the subject being discussed, as well as the information that the teacher wanted to convey, as Dash & Dash (2007) mention.

Concerning students' age and students' level, the white board was appropriately used because the teacher explained the grammar structure with clear language and gave a simple explanation of each verb; she wrote short sentences each time that students did not understand the meaning of a verb. Students were motivated and participated actively because as Harmer (2004) recommends, children work well doing physical activities, in this case, coming up and writing their own sentences on the board; the white board provides opportunities for kinesthetic experiences, as Dobbs (2001) mentions.

The quality of this supplementary material in this class was adequate, with a good size and surface. Also, it is important to point out that the teacher avoided filling the white board with too much text, in order for the students to view the important information clearly, and avoid confusion.

The topic of the fourth class was "there is/there are", and the objective was to use the applicable grammar structures to make questions. The teacher used the white board to write new vocabulary words and to explain question formation using there is/there are; she wrote positive sentences and transformed them into question sentences to explain the grammar to the students. The teacher used a red marker to indicate change in verb position; then, she wrote more sentences and encouraged



students to practice question formation. This practice was reinforced with the use of a dialogue in the second part of the class.

The supplementary material used in this class was observed to be pertinent to both the topic and objectives. The whiteboard made it possible for the students to clearly visualize the topic being explained by the teacher, as well as to visualize the conversions in the grammar structures in question form.

In reference to the age and level of the students, the material was used appropriately, because the white board acted as an important visual aid to enhance student understanding, and help simplify this potentially complex grammatical topic for their young age and relatively basic language level.

In addition, the quality of the white board was sufficient. It was of good size, had an appropriate surface and the teacher's writing was large, clear and legible. Use of different colored markers was also important to help differentiate the concepts for this class topic.

The white board was used again in the fifth class; the topic was "Wh'-questions", and the objective was to make questions using 'wh'-words. The teacher used the white board to explain the grammar structure; she wrote affirmative sentences as for example: 'the girl is playing in the park'. Then, she wrote the sentence: 'Who is playing in the park?' The teacher circled the word 'who' with red marker and drew an arrow toward the subject of the affirmative sentence; students then looked the clue given by the teacher and answered: 'the girl'. The teacher used the same strategy to teach the other words such as 'what' and 'where'. Students comprehended the use of the grammar structures, and subsequently used them with the dialogue that was used in the second part of this class.

An important observation in this class was that the supplementary material was very pertinent to the class topic and objectives, as the whiteboard was used by the teacher to help explain the topic, and to show the students concrete example of the grammatical structure, with additional visual cues.

Also, it was observed in the class that the material was selected by the teacher as an appropriate tool, corresponding to the students' age and level. Similar to what was mentioned regarding the fourth class, the whiteboard helped the teacher to simplify a potentially complex topic, and make it easier and more interesting for student comprehension, at their young age and basic language level.

Lastly, the supplementary material's quality was good for this class. It had a good size and an appropriate surface; the teacher's writing was large, clear and legible. The teacher's use of colored markers was important in this class to highlight visual cues to assist in student understanding of the concept being taught.

### *Songs*

The topic of the class number sixth was "Oh dear! Where can the mother be? ", and this lesson was oriented to improve students' pronunciation. The teacher wrote the lyrics of a song on the white board, but she left some blanks; each of those blanks had two options that students had to choose to sing the song correctly.

Clearly noted in this class was that the song was pertinent to the topic and to the objective of the lesson because the students were able to use the lyrics to comprehend an entertaining life-like situation, 'looking for mother', while practicing their pronunciation skills;

Also, this supplementary material was age and level-appropriate, as it was observed that students were motivated and participated actively in the activity.

These results are similar to those found by Benko in 2003; he concluded that songs

and rhymes strongly motivate students and built up the learning process. On the point of view of Kochlar (1995), audio and audio visual materials provide great and meaningful experiences for learners.

It was additionally noted that the quality of this material was excellent, as the story told by the song provided an amusing way to practice the English language. Also, the activity was fun, because the wrong option resulted in funny lyrics.

### *Dialogues*

All the dialogues that teachers used in the observed classes were part of the course materials.

In the second observed class, the topic was “Amazing animals” and the teacher planned the class to have students practicing listening and reading skills for general information. The teacher copied on the white board the new vocabulary from the textbook, and she explained their meaning; then, she played a CD with a dialogue about a reading from the students’ textbooks. Once they had listened to the dialogue, they had to identify sentences from the text, related to what they had just listened to.

Primarily, observations were made in this class that the supplementary material was pertinent to the topic and objectives of the class. The reason for this is that the students were able to listen directly to information about various ‘amazing animals’; this audio selection provided a source listening from which the students could match and identify information in accordance with the text they were reading.

It was additionally observed in this class that the dialogue was adequate for students’ age, as it awoke their interest in animals, because these kinds of topics are preferred by children. It was also appropriate to their level, as the students collaborated with the activity and comprehended the text through listening. Some studies, as those carried out by Hsieh in 2010 or Benko in 2003, about the effects of

audio or audio visual materials, had proved that these types of resources strongly motivate students to practice their speaking skills and built up the learning process.

Finally, regarding the quality of this supplementary material, it was fine. The audio dialogue was of sufficient volume, and projected clear voices speaking in simple and understandable sentences about the applicable topic of the class.

With regard to the class number four, the topic was “‘There is’ / ‘There are’”, and the objective was planned to teach students how to make questions using ‘is there’/ ‘are there’. The teacher wrote vocabulary words on the board, and she explained the grammar structure also with the aid of the white board. After this, the teacher played a CD with a dialogue that students listened to in order to complete some sentences in their textbooks.

Firstly noted in this class, was that the supplementary material was pertinent to both the topic and the objectives. The students listened to an applicable dialogue which gave information in audio format of the class topic, and illustrated examples of the target language being taught.

In addition, it is relevant to mention that the material was selected by the teacher in accordance with the age and level of the students, as it was seen that the students were very interested in the learning with this audio source. They had the chance to learn about the correct pronunciation and intonation of the words by listening to native speakers.

As a final point, the quality of the dialogue was good. The volume was adequate and the sound was clearly projected, which enabled all of the students to listen to it properly.

Regarding the quality of the supplementary material, it was fine, as the dialogue was played loud and clear for good student listening ability.

The type of activity in the fifth class was similar to the fourth class. The students learned to make questions using 'wh'-words; this was the objective of the class titled 'Wh'-questions". The teacher explained 'wh'-questions usage with the aid of the white board and then she played a CD with a dialogue, the students listened and circle the correct word on their textbooks.

It is significant to mention that this material was pertinent to the class, since the CD contained audio information about the class topic, however it was not pertinent to the class objectives; the students were not motivated to participate because it was a passive activity and they did not have opportunity to practice the use of wh-questions; the teacher could have used a pre- listening activity to awaken students' interest on the activity because, as Vale & Feventum (2004) express, children need to work by means of practical tasks to have more opportunities for retaining information. A follow up activity in which students had to create their own wh-questions would also have made the material more pertinent.

It was observed that the dialogue was only somewhat appropriate to the students' age and level. Some types of listening activities are normally effective for children of that age, however, audio tracks such as the one used, with slightly uninteresting dialogues, need to be paired with other motivating activities to hold student interest. Concerning the students' level, the dialogue was appropriate, although not motivating.

Finally, concerning the quality of the supplementary material, it was adequate, with the volume being sufficient and voices being clearly projected for student understanding. In addition, the voices of native English speakers demonstrated clear pronunciation and intonation for the learning experience.

### *Stories*

The teacher used a story that narrated a fantasy legend in the eighth class; this being the topic of the class. The story was intended to develop students' listening and speaking skills. First, the teacher used the white board to explain what a legend is; she wrote also on the white board the vocabulary words and some names of characters related to legends that children brainstormed. Then, she played a CD with a story; she paused the CD several times to ask the students questions about what they had listened to, and once students answered correctly she played the CD again. The students listened carefully to all the details about the story, and after it had ended, the teacher encouraged them to write a short legend of their own in their notebooks.

An important observation was the pertinence of this supplementary material to the topic and objectives of the class. The fantasy aspect of the legend that was described was a motivating factor for the students, which helped them a lot to develop their reading comprehension and creativity in speaking.

Additionally observed, was that the story was appropriate to their ages because, as their teacher commented, children loves stories about fantasy and adventure. The story also contained relatively simple language and grammar structures, which was fitting to the students' level and understanding.

As a final note, the supplementary material was of good quality. The volume of the audio was sufficient, and the projections of the voices in the story were clear. There was also an absence of other distracting noises and activities in the classroom, making it easy for the students to concentrate fully on the audio.

The teacher also played a story using a CD in the ninth class, the topic was "Around the world in eighty days"; this story described a real-life yachting adventure

situation. This class had a similar objective to the previous one, namely, improving students' listening skills. Again, the teacher played the story on the CD with pauses to question the students verbally about the audio content; when the story was complete, the students answered corresponding questions in their textbooks about the adventure story they had heard.

It was noted that the supplementary material in this case was in accordance with the topic of the class, and was somewhat pertinent to the objectives of the class. The students completed the activities about the story in their textbooks without difficulty, indicating a success in their listening comprehension. However, they seemed disinterested and did not respond well to the verbal questions and explanations by the teacher.

Secondly noted was that the activity was level-appropriate, it was not selected taking into account the students' age. In this case, the reasons for which students did not like the story were not clear because the students who answered the survey expressed positively about this material. This time the teacher could have used a movie to increase their interest on the topic; according to a study done by Hsieh in 2010, he found that films strongly motivate students to learn English and classes are fun and interactive. The topic of a yachting adventure around the world is a somewhat abstract idea for students of this young age to comprehend through only audio; this idea could have been made more concrete through an audio-visual production, and thus captured the students' interest to enhance their learning experience.

It should be pointed out that the quality of the material in this class was fine, with sufficient volume and voice projection to accommodate the student listening experience.

### *Realia*

In the first class, “A recipe for orange cake” was the topic; the teacher had asked students, in a previous class, to bring some specific ingredients for the recipe. The objective was to learn and use new vocabulary words related to the topic. Before the student began to make the cake, the teacher pasted scrambled pictures on the board, each picture containing a different step to make a cake; the students were asked to come up to put them in the correct order. After that, the students and the teacher made a cake with the ingredients that they had brought to the class. Following, they baked the cake in the cafeteria and they enjoy it at the break.

Importantly, this supplementary material was very pertinent to both the topic and objectives of the class. The real, physical ingredients for practical use were essential for student conceptualization of making the cake, and thus aided directly in helping them learn the new related vocabulary.

It was also observed in the class that the material was chosen by the teacher in consideration of the students` age and learning level. The students seemed get a lot of enjoyment out of the activity, which in turn increased their motivation to learn the new vocabulary. This proves what Dash & Dash (2007, p.127) say about the role of supplementary materials, “they motivate children’s interest towards the learning task...”. Additionally, the vocabulary related to making the orange cake was basic and easy for the students to pick up in this practical learning experience.

As a final point, the supplementary material was of good quality, each physical ingredient being of adequate size and quantity for student handling and sharing for effective and motivated learning.

The topic of the seventh class was “The environment”, and the teacher used realia to inspire the students to practice their speaking skills. This was a science



class on which students learned to describe the roles of trees in the environment; with this aim, the teacher had brought some small plants that the students would plant after the class time. First, the teacher wrote vocabulary words on the white board and she guided a discussion about the role of trees and plants in the environment, while the students looked at the pictures. After the class had finished, the teacher and the students went to the patio and they planted the little plants.

Primarily, the pertinence of the supplementary material in this class was observed. The plants provided a perfect physical example of the environmental topic being discussed. Additionally, this creative activity gave the students much opportunity and motivation to use the English language and practice their effective speaking skills.

The students were motivated in this class because, as Harmer (2004, p.37) says, “in the light of children’s characteristics, good teachers need to provide a rich diet of learning experiences which encourages their students to get information from a variety of sources.” As a result, the use of realia in this class was both age and level-appropriate, because students had an unforgettable learning experience. The practicality of the activity was a great motivating factor.

Lastly, the quality of this supplementary material was excellent, because the small plants brought by the teacher were of sufficient size for student handling. The students were able to plant them on the patio comfortably in groups of three, which the quantity of the plants allowed for. This allowed each student to participate actively in the learning process.

### *Learning styles*

The teacher commented on the survey that she always takes into consideration the different learning styles of her students; for this reason, she tries to use pictures,

songs, and realia to motivate the students. She also considers that supplementary materials are very important because they increase students' attention in the classroom; she has noticed that students participate actively each time that she uses audiovisual materials or real objects. According to this, Kochlar (1985) remarks that materials bring new experiences to learners; he emphasizes that the main objective of supplementary materials is to avoid boring classes. It was observed that students responded well when songs and realia were used in the classroom.

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

#### *Pictures*

The teacher pasted some pictures of endangered species on the board because the topic of the first class was "Animals in danger". The purpose of this lesson was to encourage students to use vocabulary words and passive voice to talk about endangered animals. Students brainstormed some names of animals with the help of their teacher and she wrote the names under each picture on the board; then, using passive voice the teacher wrote sentences that explain the reasons for which those animals were in danger.

It was clearly noted that this supplementary material was pertinent to the topic and objectives of the class. By providing pictures of the class topic, the teacher was able to make the subject matter visible to the students for more focus, by which they were able to more easily form sentences using the target language and structure.

Additionally, it is significant to mention that the students were motivated and responded well to the activity. Following, it was concluded that the supplementary material was appropriate to the age and more advanced language level of the

students; they were directly inspired by the pictures to write about the interesting and somewhat mature topic of endangered animals.

Lastly noted, the pictures, being part of the course materials, were big enough so all the students could see them (40x30cm), and they had good combination of colors. In turn, the supplementary material was of good quality.

Pictures were also used in the eighth class, titled “Crime on television”; the objective of the class was to practice reading and listening skills. The teacher brought to the class some pictures about TV programs related to a dialogue that she had downloaded from the internet. First, the teacher asked students to brainstorm the names of the TV programs to elicit from them the topic of the class. Then, she played a dialogue that explained the effects of violent programs on children and it also described the most violent TV programs. After this, the students classified the pictures according to the level of violence of each TV program. Finally, they read a text on their books about the same topic and answered questions.

It was observed that the supplementary material was pertinent to the class topic, because although audio-visual examples of the television programs were not used, the teacher provided a sufficient sample of the necessary information for analysis with the still pictures. Also, the pictures were pertinent to the objectives, as they inspired discussion and corresponded directly to the reading text.

The students were very interested on the topic and they were very descriptive about the characteristics of violent programs; in this case, pictures gave students “the power of observation and motivation for further knowledge”, as Dash & Dash (2007, p.127) say. In consequence, the pictures were appropriate to students’ age and level of comprehension.

With regard to the quality of the material, it was good because the pictures were color printed and resized to a sufficient 30x50cm; they were printed on a piece of card and covered with contact paper for enhanced visibility.

In the ninth class, the teacher pasted some pictures that described a story about a woman that had experienced a dangerous situation. The topic of this class was “Safety advice for women” and students would learn to change adjectives to adverbs. In relation to the activity, the students first ordered the pictures that their teacher pasted on the board and then they worked in pairs to write a story related to the pictures. The teacher wrote on the board the vocabulary words and she explained the grammar structure to help the students to do the assignment. After the students finished their stories, the teacher played a CD with the real story and then they compare their works with the dialogue.

The supplementary material in this class was observed to be pertinent to the class topic; according to the students, pictures helped them to imagine the plot and setting of the story; therefore, as Maxom (2010, p.9) says, “Pictures are great for explaining the meaning of a word, a setting, or a context.” The pictures were only somewhat pertinent to the objectives of the class, as they helped inspire the students’ imaginations related to the topic, but the other supplementary materials used in this class were more essential in this case to help the students complete their assignments with the applicable grammar structure.

Also important to mention, is that the material was selected by the teacher in accordance with the students’ age and level, as the pictures were helpful to the students at their still relatively young age, to conceptualize the topic for ease in completing the grammar tasks.

The last point to make is that the quality of the supplementary material was good, with the pictures being clear, colorful and real images, downloaded directly from the internet. This was beneficial to attract and focus the students' attention on the topic.

In the tenth class, the teacher pasted some pictures about supernatural phenomena on the board and next to those pictures she wrote the names; then, students matched each word to the correct picture and elicited the topic of the class. The teacher then wrote the topic of the class, "Supernatural"; the objective of this class was to practice speaking skills. With this purpose, the teacher wrote vocabulary words on the white board and organized the class in groups of three to use information on the textbooks and from the pictures to speak about the topic.

It was noted that the material used by the teacher was pertinent to the class topic and objectives; the pictures served as a useful introduction to the class topic by initially grabbing the students' interest, and following, effectively inspired discussion.

The supplementary material was both age and level-appropriate. It was observed that students were very interested in the pictures and topic because, as Maxom (2007) explains, the role of supplementary materials is to get students interested and emotionally involved in learning activities. Once interested in the topic, the students were better able to engage in discussion to effectively utilize the language at their appropriate level.

The pictures used by the teacher as part of the course material were of adequate quality as a supplementary material. Their size was large enough for good student visibility, at 30x50cm, and they contained clear and colorful images, which succeeded in focusing the students' attention.

### *White board*

In the first class, the white board was used to paste some pictures of endangered species because the topic of this class was “Animals in danger”, as well as to write some key vocabulary words. The purpose of this lesson was to encourage students to use vocabulary words and passive voice to talk about endangered animals. Students brainstormed some names of animals with the help of their teacher and she wrote the names under each picture on the board; then, using passive voice the teacher wrote sentences to explain the reasons for which those animals were in danger.

It was clearly noted that the supplementary material used in this class was pertinent to the class topic and objectives, because it was used as Dobbs (2001) recommends: to write instructions and to show new information. In this case, the new information was directly relevant to the topic, which led into use of the applicable grammar structure.

Secondly, it was noted that the students were motivated and responded well to the activity, completing it with general ease. According to this observation, it was clear that the white board was selected for use by the teacher in accordance with the students’ age and level.

Finally, in reference to the quality of the supplementary material, it was fine. The whiteboard was of sufficient size to hold and clearly display the full variety of pictures that the teacher had available, as well as the selected vocabulary. This important aspect of visibility served to enhance the student experience.

With regard to the second class, the topic was “Global warming”; and the objective was to practice the use of frequency adverbs and ‘wh’- questions. The white board was used to write the vocabulary words, sentences, and facts or words

related to global warming that students brainstormed. Following, the teacher used these student ideas as subject matter to show sentences with the appropriate grammar structure.

This supplementary material was pertinent to the lesson and because the teacher used it to make the students' own ideas regarding the class topic more concrete by writing them on the whiteboard, and additionally used the board to display the target language. As Dobbs (2001, p.2) says, "When teachers write on the board, students' learning is strengthened by visual stimuli benefit".

Additionally, the whiteboard was appropriate to both the students' age and level of comprehension, as the visual component was shown to aid in the students' learning experience by keeping their attention and interest.

Furthermore, the quality of the whiteboard was suitable. It was of good size and surface, and the teacher used clear handwriting and colored markers to underline and highlight important grammar points, which was beneficial to attract the students' attention.

In the third observed class, the topic was "Eyes like yours" and the objective was to improve students' pronunciation skills. In this class, the students asked the teacher for a song because they wanted to sing for fun. However, the white board was also importantly utilized to write the topic of the class and to write some words that students did not comprehend while they listening to the song.

It was a fun activity, the song motivated students to practice their English skills, aided by the essential whiteboard. This supplementary material was pertinent to the class topic and objectives because it helped students to identify the words that they did not understand with only the song, thereby assisting indirectly in their speaking and pronunciation, as understanding is a key component to learning.

It is also significant to mention that the relevant supplementary material in this class was chosen by the teacher with the students' age and level in mind. Although the song served to allow the students to identify with the topic, the whiteboard was important to advance their comprehension of what they were singing, an important aspect of learning at their more mature age and level.

Additionally, it was observed that the quality of the whiteboard was good. It was of sufficient size and surface, and the teacher's writing was clear, bold, and in straight lines. Each of these points made the visual aspect of the learning experience effective for the students.

The topic of the fourth class was "Sports" and learning new vocabulary about the topic was the objective of this class. The teacher first wrote the vocabulary words on the white board and asked the students about their favorite sports, then she played a dialogue about the topic and students had to complete activities on their textbooks.

The white board was pertinent to the class topic and objectives because it was used to display important information about the topic of the class, as TE Editor (2010) explains. Also, it helped the students to identify vocabulary words related to sports; following reading the new words on the white board, they copied the list in their notebooks.

In the same way, it material was appropriate to students' age and level of comprehension because the visual identification with the words, which the white board allowed, was a useful way to directly involve the students in the learning experience. Also, the words were written in point form, rather than in unnecessarily complicated sentences.



As a final point, the quality of the supplementary material was good, with the whiteboard being of appropriate size and surface to clearly display the teacher's legible writing for student focus on the topic.

In the fifth class, the topic was "The environment"; according to the aim of this lesson, the students would learn the use of frequency adverbs as always, sometimes, and never. The white board was used in a similar way to the previous observed class: to write the topic of the class and the list of vocabulary words with teacher explanation. Following this, the teacher wrote examples of the applicable grammar structures, and the students completed a corresponding activity in their notebooks.

The material was pertinent and because it was used to display important information related to the topic, as Dobbs (2001) mentions. The white board was also pertinent to the class objectives, as it enabled the teacher to provide visual cues to teach the target language structure.

Also significant, was that the supplementary material was appropriate to the students' age and level of comprehension. As mentioned in the observations of the previous class, the whiteboard similarly helped students to visually identify with the vocabulary and concepts being taught, which helped them to understand and effectively complete their activities.

Additionally, the quality of this supplementary material was fine, as it was of adequate size and surface. Furthermore, the teacher wrote the applicable vocabulary words and grammar structures in a format that was large, bold and clearly visible to the students.

In the sixth observed class, the topic was "Tropical forest" and the objective was to teach the role of trees in the environment. The white board was used along with

different species of plants that students brought to the classroom. The teacher wrote on the white board vocabulary words and she explained the topic, then students worked in groups and they elaborate a collage describing the characteristics of the plants that they have brought to the class.

Similarly to the learning situation in the fifth class, the white board was pertinent because it was used to display important information about the topic of the class, which was also essential to fulfill the class objectives.

In the tenth class, the topic was “Supernatural” and the objective was to practice speaking skills. The white board was used to paste pictures about supernatural phenomenon and next to those pictures the teacher wrote some names of those facts. Following this, the students matched each word to the correct picture and the topic of the class was elicited. Next, the teacher wrote vocabulary words on the white board and organized the class in groups of three to use information on the textbooks and from the pictures to speak about the topic.

It is important to mention here that the supplementary material was pertinent to the class, as it was used to display pictures with content directly related to the class topic, and served as an effective introduction. To achieve the objective of the class, the teacher used the white board to write and provide visual reference to the applicable vocabulary for the following discussion.

It was observed that students were very interested in the topic because, as Maxom (2007) explains, the role of supplementary materials is to get students interested and emotionally involved in learning activities. Following, it was noted that the teacher chose to use the whiteboard in this case in accordance with the students’ age and level.

Finally, in reference to the quality of the material, it was good; the whiteboard was large enough to hold and clearly display both the colorful pictures related to the topic, and the bold and legible text describing the vocabulary. As an effective visual aid, the material enhanced the learning experience.

### *Songs*

The teacher used the song “Eyes like yours” in the third class; this time the students asked the teacher for a song because they wanted to sing for fun and teacher used the song to improve her students’ listening and speaking skills. The teacher played the song using an audio CD, and the students listened to it for general information, then she asked them to explain what the song was about, and used the white board to explain unfamiliar words. Following, the students sang along with the song.

It was significant to note in this class, that the supplementary material was pertinent to the class, as the song immediately and effectively drew the students’ interest in the topic, and activated their listening and speaking skills.

It was next observed that the song was selected by the teacher with the students’ age and level in mind. Maxom (2009) states that supplementary materials are aids that teachers use to make their classes fun and interesting. It was seen that the song motivated students to practice their English skills, and although the class initially did not have a specific academic purpose, the song allowed the students to practice their listening and language skills using a variant method to capture their interest.

As a final point, the quality of the supplementary material was excellent. The audio presentation was of sufficient volume, and the singer’s voice was projected well for student listening, with the clear pronunciation of a native speaker.

### *Dialogues*

Almost all the dialogues that the teacher used in the sixth grade were part of the course materials.

The dialogue used in the second class was related to the topic of the class, “Global warming”; the students would practice the use of frequency adverbs, and ‘wh’- questions. The teacher began writing the vocabulary words and some sentences related to the objective of the class, then she asked the students to brainstorm facts or words related to global warming. After that, she played a dialogue that explained some issues about global warming. Sometimes she took pauses to ask the students questions about the dialogue, to which the students answered using the target language.

Firstly, it was noted that this supplementary material was extremely pertinent to the class, as it provided relevant information about the class topic using the more variant audio format. It also allowed the students to clarify their ideas and subsequently used them with the applicable grammar structures.

Additionally, this supplementary material was age and level-appropriate. This was clearly observed in the class, as the students were very interested in the topic, especially after listening to the dialogue, and they were able to answer the teacher’s questions and to give correct answers using the grammar structures; as Maxom (2007) explains, the role of supplementary materials is to get students interested.

Lastly to be mentioned, is that the quality of the supplementary material was sufficient. The volume of the dialogue was sufficient, and the voices projected were native English speakers, allowing the students to experience clear pronunciation and intonation of the language.

A dialogue was also used in the fourth class; the topic of this class was “Sports”, and learning new vocabulary about the topic was the objective of this class. The teacher first wrote the vocabulary words on the white board and asked the students about their favorite sports, then she played a dialogue about the topic. Following, the students had to complete activities in their textbooks.

This supplementary material was observed in this class to be pertinent to the topic and objectives, as it provided audio information for clarification about the subject which had already been introduced, helping with student understanding to complete the activities related to the target language.

It was also noted that because the dialogue was part of the course materials, it was basically appropriate to students’ age and level. However, the students did seem to have a little trouble with the immediate understanding of a few of the vocabulary words. With regard to the presentation of new vocabulary, the teacher could have introduced vocabulary words using pictures to elicit from students the necessary information about the topic because, as Maxom (2010, p.9) says, “Pictures are great for explaining the meaning of a word.”

As a final point, the quality of the supplementary material was very good; the dialogue contained the voices of three different characters speaking about sports, who were all native speakers for good pronunciation and intonation, but had different vocal tones. This added to the students’ listening experience, as they had to differentiate between the voices, which was good experience for their English learning.

In the fifth class, the teacher used a dialogue related to the topic “The environment”; according to the aim of the lesson, the students would learn the use of frequency adverbs such as ‘always’, ‘sometimes’, and ‘never’. An additional

objective was for the students to practice their listening skills. They listened to a dialogue about the environment, played on a CD by the teacher, and then completed sentences in their textbook using frequency adverbs.

It was clearly observed that the supplementary material was pertinent to both the class topic and objectives; the dialogue contained relevant discussion about the environment, and included examples of frequency adverbs, which the teacher drew attention to.

Also significant to mention is that the material was appropriate to the students' age and level, because it was already included as part of the course materials. Its appropriateness was proven in the class with student interest in the dialogue, and its obvious assistance in helping the students complete their corresponding assignments in the textbooks.

Furthermore, the quality of the material was good, the audio was projected loudly, with the clear voice of a native speaker, and language that students comprehended correctly.

The eighth class was "Crime on television", this time the teacher used a dialogue that she downloaded from the internet about violence on TV in order to help students to improve their listening skills, which was the main objective of this lesson. At first the teacher introduced the topic using pictures about violent TV programs mentioned on the dialogue, and students had to identify the names of those programs and elicited the topic of the class. The teacher then played the dialogue and students had to listen carefully to obtain information about the consequences of violence on children, and to identify the most violent program, following with a discussion.

Duly noted in this class was that the supplementary material was pertinent to the topic of the class, as it talked about violence on television, which was what the

class was focused on. In addition, the teacher considered the objectives of the lesson to choose the material; the dialogue provided a good opportunity to work on their listening skills.

Also observed, was that this activity was very well designed because the materials that the teacher used were appropriate for the students' language level and age; The dialogue used in this class brought students a new experience for learning and it made the class fun, as Kochlar (1985) remarks. The class was obviously enjoyed by the students, and they were clearly able to comprehend the dialogue well, as proven by their ease in identifying information and discussing the topic.

Furthermore, the quality of this supplementary material was good; the teacher choose a dialogue that was developed with clear language, and it was projected at a sufficient volume for quality student understanding.

### *Stories*

The teacher played a story on a CD in the ninth class about the topic, "Safety measures for women"; the objective of this class was focused on changing adjectives to adverbs. The teacher started the activity using pictures related to the story, she pasted the pictures on the board and the students had to order them according to the sequence of events. After students ordered the pictures, they worked in pairs to write a story about the picture using a list of words that the teacher had written on the board, once the students finished their stories the teacher played a CD with the real story that pictures described and the students compared it to their own narrative to correct their mistakes focusing on adverbs.

Significantly, it was observed that the teacher used the material to achieve the objectives of the lesson, as the story was used as a comparative tool for the students to check and confirm their sentences using the target language and structure. Also,

the material was clearly related to the class topic, as the story was about women's safety measures.

The supplementary material was also shown to be age and level-appropriate for the students in the class. The story combined well with the other materials used in the class to attract the students' interest in the topic and learning. It was especially useful to the students as a tool that was brought in later in the class with which to check and verify their work.

Lastly, the supplementary material was of adequate quality for the student learning experience. The audio was played at a sufficient volume and contained clear voices that spoke with a native accent; both of these factors were essential for the understanding and focus of the students.

#### *Realia*

The teacher used realia in the sixth class. This material consisted of samples of different species of plants. The teacher had asked students to bring to the class different types of plants, as "Tropical Forests" was the topic of the class; the class objective was that the students would learn to describe the characteristics of tropical forests. The teacher wrote on the board vocabulary words and explained the topic, then the students worked in groups to form word collages describing the characteristics of the plants that they had brought to the class.

Primarily, it was noted that in this class, the supplementary material was pertinent; the plant samples were direct physical examples of the class topic, which they learned vocabulary to describe. Furthermore, the use of real objects in this class "motivate children' interest towards the learning task, the power of observation and motivation for further knowledge", as Dash & Dash (2007, p.127) say.



It is also important to comment on the fact that the teacher clearly selected this material in consideration of the students' age and comprehension level; as real physical objects that the students could see and touch, it made the learning experience more concrete and effective.

Finally, regarding the quality of the supplementary material, it was good. Each individual plant was of sufficient size for student viewing and handling. Also, there were enough plants to ensure that each group of three had their own material to work with.

Realia was also used by the teacher in the seventh class. Previous to the class, the teacher had assigned different tasks from an experiment about plants growing to different groups because the topic of this class was "Plants and trees"; the objective was focused on developing speaking skills. Therefore, each group had brought to the class glass containers with the different stages of the life cycle of a plant; following, in group presentations to the class, they described what they had done with it.

It was observed in this class that the supplementary material chosen by the teacher with the class topic and objectives in mind. The containers containing the plants were certainly pertinent, as they were the direct topic of discussion, and gave the students something interesting to focus on as they practiced their speaking in the presentations.

Additionally, it was observed that the material was appropriate to the students' age and learning level. This activity was very interesting for the students because they had learned by doing which is, according to Harmer (2004), a children's characteristic; therefore, the material helped the students to learn effectively. Also, the speaking presentations were performed well by the students, as they were able to speak easily about their plants and what they had done with them.

As a final point, it was noted that the quality of the supplementary material was generally good, as the containers of plants were large and sturdy enough for student handling and direct observation.

### *Learning styles*

It was observed that the teacher in this grade had considered her students' learning styles to plan the classes because she used different categories of supplementary materials such as dialogues, realia, pictures, or songs. The teacher confirmed the importance of considering different learning styles because not all students learn in the same way; in addition, the type of materials used in this grade developed students' interest on the topic and motivated them to participate in class as Maxom (2007) mentions.

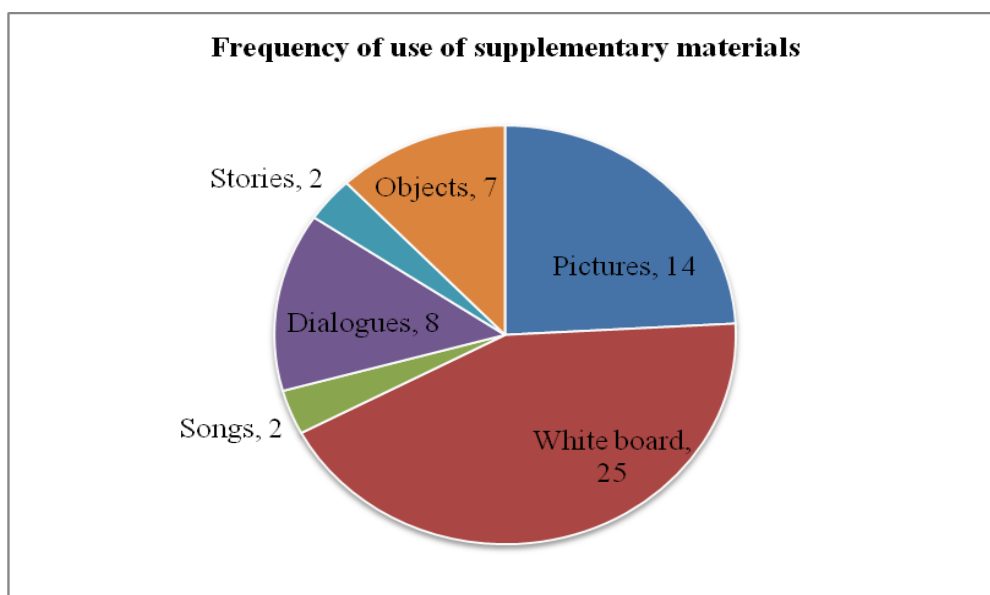
### *Quantitative Analysis*

This quantitative analysis refers to the frequencies of use of supplementary material during the observed classes. In general view, it can be observed on the graph below that from the 18 possible supplementary materials only six were actually used during the ten observed classes for each grade (4, 5 and 6): stories, objects, pictures, white board, songs and dialogues. The graph shows that these materials were used 58 times in total.

From that amount, the frequency of used materials is dispersed in these frequencies: the white board was the most used material in the three grades, it was used 25 times that is 43.10%; pictures were used 14 times that is 24.13%; dialogues were used 8 times that is 13.79%; objects were used 7 times that is 12.06%; and the last group of materials, songs and stories, were used 2 times that is 3.44%.

Specifically, the value of the highest frequency is related to the use of white board, this material as part of the classroom is available all the time; teachers that

were interviewed commented that they use it every day to write the topic of the class, to write vocabulary words and to explain the subject content.

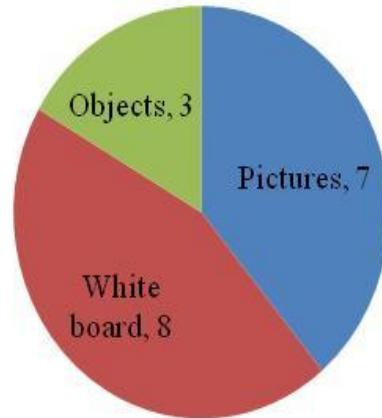


It was observed in the fourth grade that the white board was used in a different way because, as the teacher explained, young learners need motivation to learn; therefore, he always tries to use the white board creatively. The next highest value is related to the use of pictures; this type of material was more frequently used in the fourth grade, the teacher defined his students as curious children and the use of pictures develops on them more interest in the topics. Therefore, this confirms that children are naturally motivated for their curiosity and they demonstrate more enthusiasm for learning; this is explained by Cameron (2001).

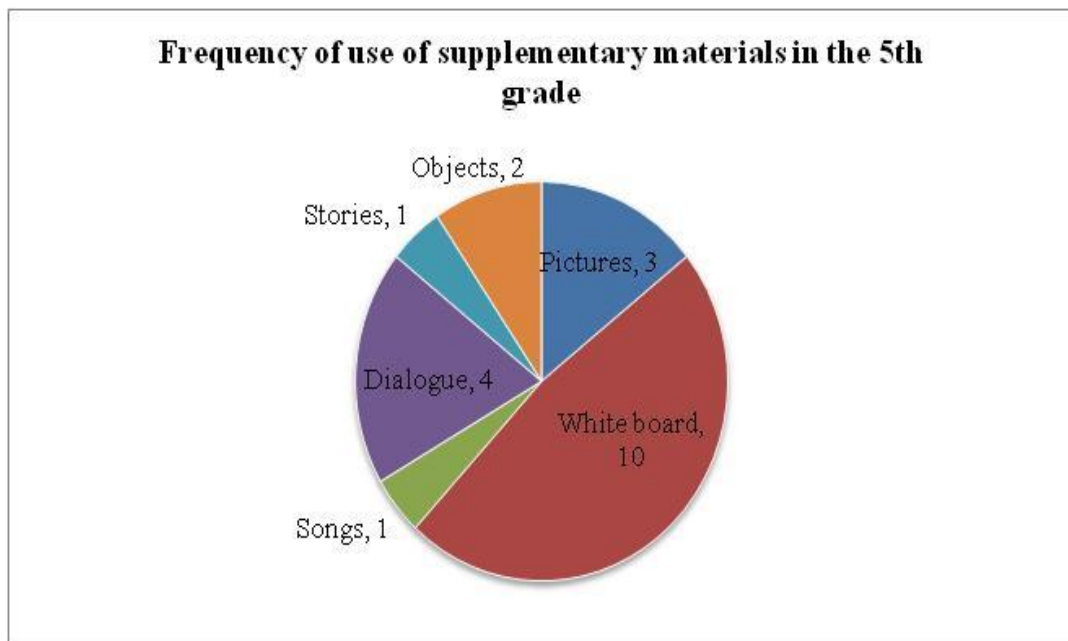
It is important to mention that in the 4<sup>th</sup> grade, although the lower frequency, the teacher used more realia to teach her classes than the other teachers, she used real object 3 times. The teacher reported on the interview that real objects are very interesting for students and they feel motivated to learn the target language.

While observing the ten classes the teacher used realia as supporting materials in order to teach new vocabulary and important information more efficiently.

**Frequency of use of supplementary materials in the 4th grade**



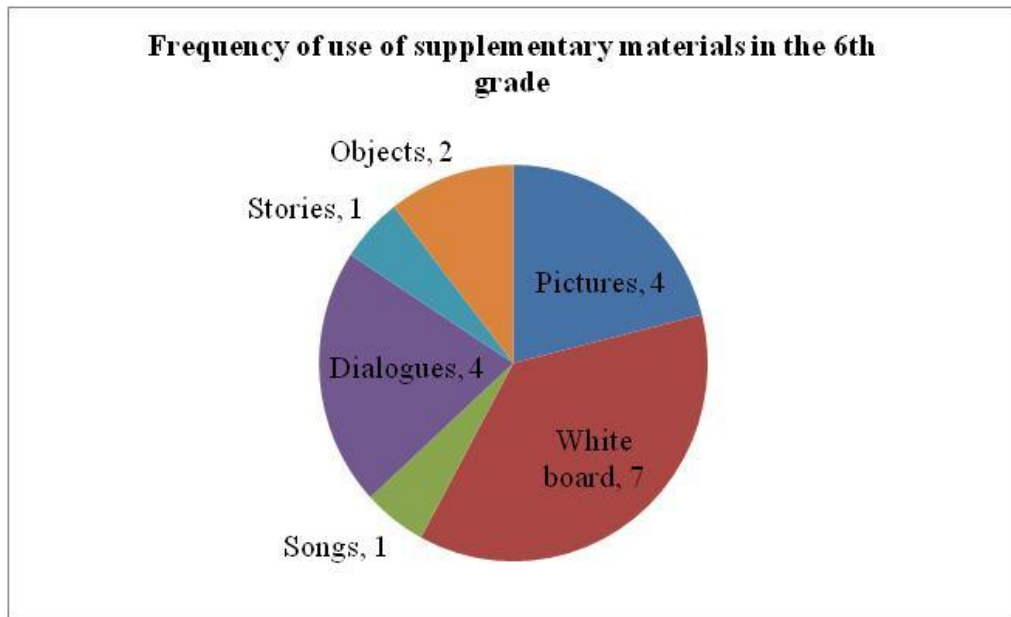
The frequency of use of supplementary materials in the 5<sup>th</sup> grade was 21. With reference to the type of used supplementary materials, the white board had obtained the highest value because the teacher used it in all the ten observed classes. In addition to this material, there are other supplementary materials that showed an important difference in their frequencies and these are: dialogues, pictures, songs, stories, and objects; dialogues were used four times, pictures were used three times, songs and stories were used one time, and objects were used two times. As the teacher explained on the survey, he tried to use a variety of materials because the students from this grade had different learning styles; they like to learn by looking at pictures, singing songs, or watching movies. The teacher also believes that is appropriate to use different types of teaching aids, considering that each student has a different learning style. Moreover, from the interviewed students can be noted that they liked the supplementary materials used by the teacher since they understood the topic of the class and could participate more in it. From the observations of the class, it is showed that the teacher used visual aids and realia in order.



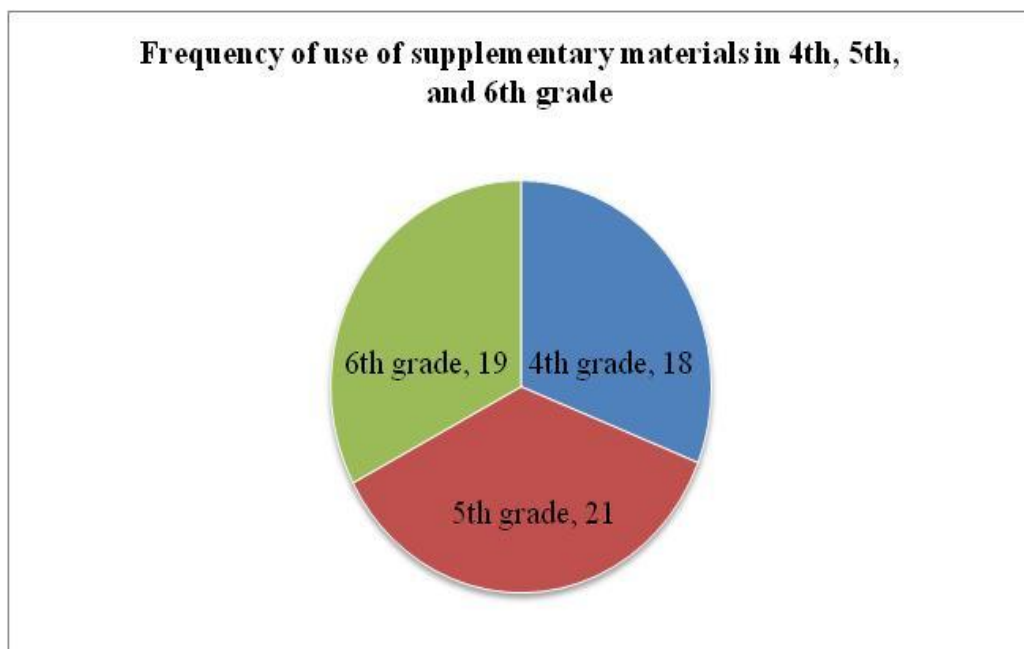
Turning now to the frequency of use in the 6<sup>th</sup> grade, supplementary materials were used 19 times. The variety of use of materials was similar to the other grades; white board was used 7 times, pictures and dialogues were used four times, objects were used two times, songs and stories were used one time. The white board was the most frequent used material because of similar reasons as in 4<sup>th</sup> and 5<sup>th</sup> grade, the teacher usually wrote on the board instructions, vocabulary words, etc. The teacher who taught the observed classes in this grade also considered that it is important to use different types of supplementary materials because not all students learn using the same style. The teacher preferred to use visual, audio, and audiovisual teaching aids in order to motivate the students to improve their spoken English, their comprehension about different topics, their pronunciation, and also to build and develop their listening skills.

It is important to emphasize that in the survey the teacher stated that he designs different types of materials taking in consideration the different learning styles of his

students .From the students’ surveys, it was determined that the majority of the students felt motivated with these supplementary materials.



With regard to the total frequency of use in each grade, the frequency of use in the 5<sup>th</sup> grade was the highest amount over the other grades; however, the frequency of use among the three grades maintained a similar tendency as it can be observed in the graph below.



## Conclusions

- It was found that generally, the types of supplementary materials used for teaching children in EFL classes were the white board, pictures, dialogues, objects, songs, and stories.
- The most important finding refers to the frequently use of the white board; it was observed that teachers in all grades used this material at any given moment during the classes; this is evidence that this material is used in a conventional form in the classroom. Nevertheless, the teacher in the fourth grade used the white board to draw charts, calendars, and drawings to help learners comprehend the topic of the lessons.
- Pictures were the second most frequently used material in the three grades, used 14 times; teachers regularly used them because, as they explained, this material awakens students' interest in the topic.
- The frequency of use of supplementary materials showed that the 5<sup>th</sup> grade is in the first place with the highest percentage, 21; the second frequency corresponds to the 6<sup>th</sup> grade that shows a percentage of 19; and the 4<sup>th</sup> grade has the lowest frequency with a percentage of 18. These results are influenced by the higher frequency of use of the white board in the 5<sup>th</sup> grade.
- The variety of use of supplementary materials is distributed among visual materials, audio materials, and realia because teachers in the three grades remarked on the importance of variety in students' learning styles.
- In general view, the materials used in all the observed classes achieved the objectives of the lessons and their use was appropriate to the topic; similarly, the materials were selected taking into account age and students' level.

- The quality of the used materials was good in all the ten observed classes in each of the three grades. The pictures had a good size and colorful images, the white boards were in good condition, the songs had good rhythm and clear lyrics, the language used in dialogues was clear and had good pronunciation, the stories had a good plot, and the objects (realia) represented the content of the lessons accurately.



## Recommendations

- It will be very effective if teachers can use their creativity when they use the white board in the classroom. Nowadays, many websites offer a wide range of tips and recommendations regarding the use of this material to improve its application in the classroom.
- Students could participate making some types of materials themselves, for example flashcards, posters, or word cards; in this way, they could be more involved in the learning process and it would bring the teacher the possibility of increasing the variety of use of supplementary material.
- Teachers should ask students about their preferences of supplementary materials, because this type of feedback would help teachers to choose suitable materials for the classes.

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# ANNEXES

## Qualitative Tabulation

Chart one: Type of supplementary material used for teaching children

Variable	Indicators	Yes	No
Visual	Flash cards		
	Power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White boards		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		

Author:

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

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

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

Author:

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

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	
		Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.	Pret.	Approp.
Visual	Flash cards																				
	Power point presentations																				
	Maps																				
	Pictures																				
	Charts																				
	Handouts																				
	Posters																				
	Word cards																				
	White board																				
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	Websites																				

Author:

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



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

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

Author:

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

## Quantitative Tabulation

Chart five: Frequency of use of supplementary material

Variable	Indicators	4 <sup>th</sup> grade	5 <sup>th</sup> grade	6 <sup>th</sup> grade	Total	Percentage
		f	f	f	f	%
Visual	Flash cards					
	Power point presentations					
	Maps					
	Pictures					
	Charts					
	Handouts					
	Posters					
	Word cards					
Audio	White boards					
	Songs					
	Dialogues					
	Stories					
Audiovisual	Tales					
	Videos					
	Movies					
Realia	Documentaries					
	Objects (toys, plants, fruits)					
Online	Websites					
TOTAL						

Author:

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

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( )      PRIVATE ( )  
 DATE: \_\_\_\_\_ CLASS N° \_\_\_\_\_  
 GRADE: \_\_\_\_\_

TOPIC OF THE LESSON: \_\_\_\_\_  
 OBJECTIVE (S):

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

Visual	Flash cards	
	Power point presentations	
	Maps	
	Pictures	
	Charts	
	Handouts	
	Posters	
	Word cards	
	White board	
Audio	Songs	
	Dialogues	
	Stories	
	Tales	
Audiovisual	Videos	
	Movies	
	Documentaries	
Realia	Objects (toys, plants, fruits)	
Online	Websites	

DESCRIPTION OF THE USED MATERIAL:

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

How was it used?

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Was it used appropriately in relation to the topic of the class?

Yes \_\_\_\_ No \_\_\_\_ Why?

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Was it used appropriately in relation to the objectives of the class?

Yes \_\_\_\_ No \_\_\_\_ Why?

---

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---

Was it used appropriately in relation to the students' age?

Yes \_\_\_\_ No \_\_\_\_ Why?

---

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Was it used appropriately in relation to the students' level?

Yes \_\_\_\_ No \_\_\_\_ Why?

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Was it elaborated and applied with creativity and originality?

Yes \_\_\_\_ No \_\_\_\_ Why?

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Were students motivated with the presented material?

Yes \_\_\_\_ No \_\_\_\_ Why?

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---

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How do you consider the quality of the used material?

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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?

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

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

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

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---

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

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

Why?

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---

---

## STUDENTS' SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )  
 DATE: \_\_\_\_\_ CLASS N° \_\_\_\_\_  
 GRADE: \_\_\_\_\_

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clase de ingles?					
¿Te ayudo 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 la clase?					
<b>VISUALES</b> <ul style="list-style-type: none"> <li>• Flash cards ( )</li> <li>• Diapositivas ( )</li> <li>• Mapas ( )</li> <li>• Gráficos o fotos ( )</li> <li>• Tablas u organizadores gráficos ( )</li> <li>• Hojas con actividades ( )</li> <li>• Posters ( )</li> <li>• Tarjetas con palabras ( )</li> <li>• Pizarrón blanco o negro ( )</li> </ul>		<b>AUDIO</b> <ul style="list-style-type: none"> <li>• Canciones ( )</li> <li>• Diálogos ( )</li> <li>• Historias ( )</li> <li>• Cuentos ( )</li> </ul> <b>AUDIOVISUALES</b> <ul style="list-style-type: none"> <li>• Videos ( )</li> <li>• Películas ( )</li> <li>• documentales ( )</li> </ul>		<b>OBJETOS REALES</b> <ul style="list-style-type: none"> <li>• objetos: juguetes, plantas, frutas, etc. ( )</li> </ul> <b>ONLINE</b> <ul style="list-style-type: none"> <li>• Websites ( )</li> </ul>	
¿Qué materiales adicionales te gustaría que el profesor utilice en clases? _____					
¿Con que frecuencia te gustaría que se utilice el material didáctico adicional? ( ) siempre      ( ) de vez en cuando					