



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

**TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN**

**The use of supplementary materials for teaching Children in EFL classes  
Research done in order to achieve the Bachelor's Degree in Teaching English as  
a Foreign Language**

Trabajo de fin de titulación

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**CENTRO UNIVERSITARIO: SAN RAFAEL**

**2012**

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This research study has been thoroughly revised by the graduation committee. Therefore, it 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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## **ABSTRACT**

This research deals with the analysis of materials used by teachers for teaching children in EFL classes. The main purpose was to analyze the use of materials in terms of their pertinence to the topic and to the objectives of the lesson; it was also considered the appropriateness to the students' level and to the students' age.

This research was applied to an elementary school in Quito and the participants were children from the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades; their ages were between 8 to 10 years old. The process consisted in observing ten classes and the information collected was tabulated and analyzed using the quantitative and qualitative methods.

Main conclusions of this research showed that the types of supplementary materials most frequently used for teaching children in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades were: whiteboard, handouts, pictures, and flashcards. In addition, the highest frequency of use of supplementary materials was found in the fifth grade as a result of the regular use of pictures and the whiteboard. Finally, visual materials were the most frequently type of resources used in the observed classes.

## INTRODUCTION

Teaching a foreign language not only comprises factors related to the students, it depends also in great part of the teacher and the type of techniques and resources used in the classroom. Moreover, it is important to know what types of supplementary materials are being used to teach children in EFL classes. For this reason, this research is titled 'The use of supplementary material for teaching children in EFL classes' and the purpose is to analyze the pertinence, appropriateness, and quality of materials used in Ecuadorian EFL classes.

To analyze the use of supplementary materials for teaching children in EFL classes this research considered three main specific objectives. The first objective is to identify and analyze supporting materials used for teaching children in EFL classes. The second objective 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. The third objective is to determine the frequency and variety of the supplementary material used in the observed classes.

Important studies related to the use of supplementary materials were reviewed to provide evidence of the effects for the English teaching process. A first important revised study was done by Seven & Engin (2007) to know the importance and effect of using aid materials in foreign language teaching. The participants of this study answered a questionnaire to know their opinion about the use of supplementary materials that teachers used in classes; students' answers revealed that audio and visual material helped them to comprehend better the contents and they considered that supplementary materials made that knowledge remains permanent and enrich

their vocabulary; but, limitations of this study were related to the students' points of views to answer the questionnaire.

Next study that provides significant results was done by Nguyen (2006) to know whether songs can improve learners' motivation and bottom up listening skills and comprehension skills. The researcher concluded that songs enhance students' bottom-up listening skills such as word recognition, awareness of word linking, awareness of word stress; songs also enhance students' attention as well as their comprehension skills. But, these results could be affected by the fact that students with lower English levels were mixed with those students whose English level were higher.

A last study revised was done by Jones (2004) to show the effectiveness of pictorial and written test items on L2 vocabulary recognition on students from a French language course in the United States. Participants in the control group received instruction without annotations and the students in the three experimental groups received instruction with a combination of annotations and pictorial elements. In consequence, the students in the experimental group obtained better results recognizing words and their meaning than the control group. However, the researcher could not to make a comparative analysis among the two studies applied because they involved different students each time.

In conclusion, those studies showed that learners tend to increase their motivation and learning skills with the use of supplementary materials.

With regard to the benefits of this research, authorities of the observed school will improve the teaching process by following recommendations of the use of supplementary materials. In addition, the investigator and teachers may consider this



research as a source of knowledge that could help them to evaluate their decisions about the use of supplementary materials in their EFL classes. Future studies would broaden the objectives specified in this research by exploring relationships among materials and students' motivation or the type of techniques used in the classroom.

Main limitations of this research were related to the following aspects: the classes were taught by the same teacher who used similar materials and teaching techniques in the three grades. In addition, the types of materials selected by the students in the survey did not consider the pertinence to the topic; the teacher chose the materials because of her personal preferences.

## METHODS

### *Settings and participants*

This research took place in an elementary school located in San Rafael, Quito. The participants were children between eight years old and ten years old who usually receive an average of 6 hours of English classes per week; there were approximately 30 students in each 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades.

### *Procedures*

This research began with the literature review that was made using the bibliographical information; main sources of information were books and online websites. The research process consisted on collecting data from ten observed classes in each grade; the results of the observations were registered on observation formats and later the information was tabulated considering the pertinence related to the topic of the lesson and its objectives, and the appropriateness of the used materials in relation to students' age and language level. After each class, the researcher chose two students to apply a survey to register their points of view about the used material. He also interviewed the teacher to know his/her opinion about supplementary materials. Finally, the researcher calculated the frequencies of use of each material in each grade.

After performing the qualitative and quantitative tabulation, the researcher used the information from the tables to analyze the use of materials in relation to the topic and to the objectives of the lesson. Similarly, the researcher observed the use of supplementary materials in relation to students' level and age, and its effects on learners' motivation. This analysis was done using the qualitative method; this analysis also included the answers of the students and teacher about the used

material. In the same way, the researcher used the frequencies of used material to do a quantitative analysis of the tendencies on each grade; the variables analyzed on this research were visual, audio, audiovisual, realia, and on-line material.

## DISCUSSION

This section presents the review of the literature related to the use of supplementary materials because the main goal of this research is to analyze the type of supplementary materials used to teach children in the elementary schools in Ecuador. In order to find whether the objectives of this research have been achieved, this section also includes the analysis of results obtained from the observations made in each of the grades that participated in this research. The analysis of those results provided important conclusions and recommendations that are presented on the last part of this section.

### Literature Review

Effects of supplementary materials in education have been studied by lots of researchers around the world. Those studies have remarked the importance of supplementary materials as source of students' motivation and making learning permanent. Exploring the benefits of supplementary materials is as important as analyzing the type of supplementary material most frequently used by teachers, which is the aim of this study.

This section contains relevant information about some topics related to this research that facilitate its comprehension. These are: teaching a foreign language, learners and their learning style, teaching techniques for teaching children, different contexts of teaching, and supplementary materials. To finish, it is included a revision of five important studies on the use and effectiveness of supplementary materials.

#### *Teaching a foreign language*

There are several aspects related to teaching a foreign language such as methodology and purpose of instruction. One of those aspects is mentioned by Mova

& Albentosa (2003), who refer to the type of methodology that teachers use for teaching a foreign language. They mention that teachers have a wide repertoire to choose, but teachers must carefully select the most adequate methodology. In addition, these authors explain that teachers also must take into account the type of language that they are going to present in the classroom; teachers should consider that learners must be able to understand what they transmit as providers of knowledge.

But, teaching a foreign language is not only about providing knowledge; it is also about the effectiveness of methodologies to teach foreign languages. So, Nunan (1999) states that through the years it has been a traditional debate about different ways of learning and he (2003, p.5) says, “the question of whether learning is a matter of mastering a body of content ‘received’ from former generations, or the development of skills and attitudes in particular, is reflected in a great deal of contemporary thinking in language teaching and learning”. He also explains that some recent English teaching methods, such as: communicative language teaching; task-based instruction; and learner-centered instruction, have influenced the teaching field.

As well as the effectiveness of methodology are important, it is equally important the effects that teaching a foreign language have on learners and teachers’ experience on the field. Concerning this, Broughton and Brumfit (1980) describe teaching a foreign language as a means of transforming learners into more competent human beings. But, that process depends on teachers’ adequate job qualifications and their ability to improve the teaching process through making connections among the different fields of a language.

## *Learners*

Foreign language teaching is a process affected by many factor such as learners' age, learners' motivation, and learners' differences. About age, Resnick (2006) mentions that children take up knowledge easily and they learn progressively by short periods; they are also better learners acquiring phonological characteristics of language rather than language structures. Equally, Spratt (2005) describes children as individuals that can concentrate for shorter periods, they move constantly, they do not feel afraid of mistakes, and their attention usually focus on the meaning of objects.

Those factors mentioned above are explored from a psychological point of view by Woolfolk (2007). According to her, children easily identify that material world is rational and steadiness; therefore, children learn through manipulating objects and observing examples. She describes that adolescents are different from children because they are individuals searching for identity and they are able to understand others' point of views; consequently, they learn from models and identify them with realistic situations.

In addition to the different characteristics of children and adolescents that influence their learning process, Resnick (2006) mentions that children learn languages easier than adults; in the same way, she explains that children are better acquiring pronunciation rather that learning grammar or vocabulary. This implies that learners are different not only in their cognitive, emotional, and physical characteristics but also on their learning skills; for this reason, current educational programs are early implemented on schools.

In addition to previous differences in learners' cognitive skills, Spratt (2005) mentions other ones that influence learners' abilities to learn such as language level, motivation, personality, learning styles, age, learning strategies, past language learning experiences; this author explains that learners' culture also establishes some differences among learners because it determines the type of learning styles that learners use in the classroom.

Differences are also related to other important aspect as learners' motivation to learn a language. About this, Woolfolk (2007, p.372) says, "Motivation is usually defined as an internal state that arouses and maintain behavior"; in the same way, Yong-Koo (1991, p.1) gives a definition of motivation as, "It refers to the process involved in arousing, directing, and sustaining behavior". Spratt (2005) also defines motivation in terms of thoughts and feelings that drive people to do something.

Woolfolk (2007) mentions that people do something because of their intrinsic and extrinsic motivation. Concerning learners, she explains that those with intrinsic motivation depends on their personal goals, interests, and abilities; while, learners with extrinsic motivation learn because external rewards, please the teachers, or to stay away from reprimands. On the other hand, Spratt (2005) points out that learners' motivation also depends on the reasons that learners have for learning a language: interest in the target language culture, support from family or friends, and personal interest for learning a new language.

Another author that also makes reference to the different types of motivation is Yong-Koo (1991); he cites in his study some research done by Gardner & Lambert (1972) about integrative and instrumental motivation. These authors explain integrative motivation as learners' affective factors to learn a language; on the other

hand, they relate instrumental motivation to learners that consider a language as a tool for specific goals. But according to Yong-Koo (1991), these definitions do not apply completely to foreign language learning (FLL), because FLL takes place generally in schools where people learn two or more languages at the same time in a place that the target language is not spoken. In addition, this author also cites Deci and Ryan (1980) who define a motivational subsystem that is related to the individual and his interaction with environment. They found that in FLL context, instrumental motivation is higher than integrative motivation because learners' attitudes are more related to language learning and values of the target language.

### *Learning styles*

Learners also demonstrate motivation for learning if they discover their style to learn. This is known as learning style and about this Felder (1995, p.1) says, "The way in which an individual characteristically acquires, retain, and retrieves information". In addition, Woolfook (2007) explains that learning styles are the different ways that learners come up to learning. Similarly, Gross (2009) describes learning style as a set of characteristics and personal preferences that learners show to acquire knowledge, and organize new concepts in order to retain new information.

Characteristics and personal preferences vary among learners; this determines the existence of different types of learning styles. In relation to the types of learning styles, Felder (1995) identifies five dimensions of learning styles that are described as follows:

- Sensory- sights, related to sounds, and physical sensation.
- Intuitive – memories, related to ideas



- Visual – pictures, learning through diagrams, graphs, or demonstrations; verbal, learning from printed materials
- Actively: learning through physical movements.
- Reflectively: learning from introspection
- Sequentially: learning through serial steps.
- Globally: learning through long stages.
- Inductive: learning from details and explanations.
- Deductive: learning from deduction of information.

Another aspect that determines the existence of different learning styles is the way on which learners can process information, it is explained by Woolfolk (2007, p. 125), who says:

Individuals who have a deep-processing approach see the learning activities as a means for understanding some underlying concepts or meanings. They tend to learn for the sake of learning and are less concerned about how their performance is evaluated, so motivation plays a role as well.

Students who take a surface-processing approach focus on memorizing the learning materials, not understanding them. These students tend to be motivated by rewards, grades, external standards, and the desire to be evaluated positively by others.

Finally, some authors as Kolb and Gardner have defined models of types of learning styles. Concerning this, Gross (2009) makes reference to four models of learning styles. The first model is Kolb's model that identifies four styles: converge: learning through concepts and experiments; diverge: learning through observation and

reflective thinking; assimilatory: learning from abstract concepts and observation; accommodate: learning from hands-on activities. A second model is known as VARK (visual, aural, read/write, kinesthetic), this model coincides with the one by Gardner (1999) who classifies learning styles according to individuals' intelligences, these styles are: verbal- linguistic, mathematical- logical, musical, visual - spatial, bodily - kinesthetic, interpersonal, intrapersonal, and naturalistic. A fourth model was identified by Stenberg (1997) and it links learning styles to learners' intellectual skills, and describes these learning styles: legislative thinking is aimed at creating and formulating, executive thinking at implementation, and judicial thinking at evaluation and judgment.

#### *Teaching techniques*

Many authors explain that teachers need to consider their students' learning styles to select a teaching technique. Regarding techniques, Dhand (2008) explains that all the activities that teachers design for their lessons are known as teaching techniques. According to this author, teaching techniques directly influence students' learning process; for this reason, teachers must consider some factors when they select the appropriate technique to develop an activity. Among those factors, the author mentions appropriateness to the topic, students' time, the objectives of the lesson, students' level, age, learning style, etc.

Concerning age as one of the factors mentioned above, a research published by Bas (2008) describes learners, specifically children, as individuals that like activities that involve movement, senses, sounds, colors; so, the research recommends teachers to use some teaching techniques such as group work and role play for telling stories. Similarly, Durham (2004) agrees with some factors mentioned by Dhand and

presents some teaching techniques that teachers can use according to the purpose of the lesson and the students' learning style. Among those techniques mentioned by this author, lecture is one of the most common used techniques in the classroom; this technique consists on giving direct explanations to the students in front of the classroom. She adds some variations to this technique as lecture with visual aids, and lecture while writing on the board because they benefit visual and kinesthetic learners. In addition, this author describes other teaching techniques as: questions and answers, brainstorming, demonstrations, pop quizzes, diagrams, small group discussions, teach backs, reflective writing, games, and homework.

In the same way, Peterson (2008) coincides with the previous author about some teaching techniques and adds other ones to the list as: field trips, judging, exhibits, workshops – work sessions, and panel discussion. All these techniques that this author lists offer different benefits to the teaching – learning process. Thus, field trips develop friendship and interest on the lesson topic, judging allows learners to explore new alternatives when they need to make decisions, exhibits allow learners to show others what they have learned, workshops- work sessions are useful to teach complicated topics, and panel discussions help learners to interact with others and develop thinking and listening skills.

#### *Different teaching contexts*

It is important that teachers take into account the physical and the social conditions of the learning environment so the techniques that they decide to use can provide the expected results. According to Walker (2007) the arrangement of the environment influences people's behavior and determines their reactions towards others; the same thing occurs in the classroom. This author explains that teachers

must set right conditions of the classroom according to the activities planned for learners. Some of those conditions refer to: flow of air, lighting, odors, color, and sound. It means that classrooms must be comfortable and fresh places, with an adequate illumination, well decorated, and quite enough to allow learners work well.

Likewise, Konza (2009, p. 35) says, “The learning environment is formed by the physical characteristics of classrooms and the emotional environment”; he talks about the way teachers can arrange desks, place students, and decorate the classroom using different elements. According to him, teachers can manage students’ attitudes towards the learning process through desk arrangement, for example, to stimulate discussion groups, or to have students working alone.

According to this author, teachers’ attitude within the classroom affects their students; learners need to feel that they are appreciated and they are important in the classroom because there are lots of circumstances affecting them as individuals – cultural background, family support, and so on. For those reasons, this author states that it is important that teachers demonstrate positive feelings towards their students through greetings, rewards, contact eye, positive language, and interaction outside the classroom. But, learners also need to know who is in charge in the classroom; for this reason, this author remarks that teachers also need to create rules and routines that regulate students’ behavior and generate the adequate learning environment.

Regarding those circumstances that affect learners as individuals, Woolfook (2007) mentions that social, economic, and cultural aspects influence learners’ emotional and cognitive development; this is reflected within the classroom as problems with attention, language skills, organization, self-esteem, and social interaction.

### *Supplementary material*

Teaching not only consists on planning, decorating the classroom, using techniques, or dealing with students' behaviors and feelings; it also implies the use of adequate resources to make learning more interactive and permanent for learners. The authors that are going to be mentioned on the next lines, state that supplementary materials are those resources that add interactivity to the teaching process, and it is important that teachers know what the supplementary materials are. In relation to this, Seven and Engin (2007, p.1) say, "In education, visual and audio aids are those which have many effects and importance on providing learning permanent". Another definition is provided by Kumar (2004); he explains that supplementary materials are elements that teachers use to provide their students with opportunities for learning.

Those definitions mentioned above highlights the importance of supplementary materials; so, Felix (2009, p. 27) says, "They allow students to interact with words images, and ideas in ways that develop their abilities in reading, listening, viewing, thinking, speaking writing, and using media and technology". Similarly, Seven & Engin (2007) and Kumar (2004) agree explaining that supplementary materials are important because they allow students to use the five senses and learners can easily remember the language that they learned in the classroom.

Supplementary materials provide learners many opportunities to develop their abilities and to retain information, this decide the role of materials in the classroom.

Felix (2009, p.27) identifies some of the roles of supplementary materials as:

- They help students to retain more concept permanently
- They motivate students to learn better

- They provide complete example of conceptual thinking.
- Instructional materials create the environment of interest for students.
- Students can experiment direct experiences on learning.

Similarly, Kumar (2004) states that main role of supplementary materials is to generate opportunities for learning. More specifically, Seven & Engin (2007) mention that some of the roles of visual and audio visual materials are: to reduce time and speech, to add interaction and enrichment to the class, to simplify explanations, to motivate students, etc.

Another aspect about supplementary materials is their diversity, Felix (2009), Seven & Engin (2007), and Kumar (2009) classify them as: visual, audio, and audio visual materials. They explain that visual materials as those that learners can see; these are: pictures, chalkboard, and flashcards. Audio materials, as these authors mention, are those that learners can listen such as radio, and tape recorder; finally, these authors explain that audio visual materials are those that learners can see and hear as for example: television and films.

To complete this research, five studies were selected to show the different ways in which supplementary material are applied and their benefits on the students' learning process.

The first study was carried out by Seven & Engin (2007), and its objective was to know the importance and effect of using aid materials in foreign language teaching. The participants were 36 students of the foreign language department at Atatürk University in Turkia; the participants answered a questionnaire to know their opinion about the use of supplementary materials that teachers used in classes. The

students' answers showed that students agreed on the use of audio and visual materials to clarify contents taught by teachers; students also believed that teachers should use supplementary materials at all level to reinforce their retaining of information. Students' answers also revealed that audio and visual material helped them to comprehend better the contents and they considered that supplementary materials made that knowledge remains permanent and enrich their vocabulary; but, limitations of this study were related to the students' points of views to answer the questionnaire. Therefore, this study recommends teachers use supplementary material to enrich their courses.

A second study was done by Nihat (2003) to know to what extent the study of the features of films improve learners' language skills. The participants were an entire course of students at the school of Applied Languages at Bilkent University in Turkey who attended four workshops about the movie 'You've got an email' to discuss characteristics of the film. In addition, the study entailed that students developed different assignments such as: group work and discussion, poster design about the movie, online research about the film, and finally students did a display about the film and wrote a review about it.

Those activities developed by the students in this study showed that films are good promoting learners' critical thinking and improving their language skills; films also improve students' vocabulary words knowledge and help them gaining more self confidence to use language; consequently, Nihat recommends teachers to carefully select the correct approach when working with films. However, this study was limited by the fact that students had a previous knowledge about films characteristics.

A third interesting study was done by Jones (2004) to show the effectiveness of pictorial and written test items on L2 vocabulary recognition. The sample for this study consisted of 80 second-semester English-speaking students from a French course at University of Arkansas in the United States. For this study, students were assigned to four aural multimedia groups; the control groups received instruction without annotations, and the others three groups, designed as the experimental groups, received written annotations, pictorial annotations or combinations of both annotations, and listening practice. Then, after instruction students answered a 25-item vocabulary recognition test to measure their knowledge.

As a result of the instruction received, students in the experimental groups obtained better results recognizing words and their meaning than the control group; however, it was impossible to make a comparative analysis among the two studies applied because they involved different students each time. Therefore, main conclusions of this study stated that learners can choose the way they want to learn when they use multimedia environments; in addition, multimedia environment gives learners opportunities to review information several times which help them to reinforce learning. Finally, this study recommended doing more research about the recall of information in an aural mode; it is also recommended more research about vocabulary production in a more communicative context.

Next study was done by Nguyen (2006) to know whether songs can improve learners' motivation and bottom up listening skills and comprehension skills. The participants were 60 first year non-major students from two classes at the same level at Phuong Dong University in Vietnam; for them, English was a difficult compulsory subject because they complained about the complex structure of this language. The



participants were divided into two groups: an experimental group and a control group. This was a qualitative study applied on three stages and the instruments consisted of questionnaires to measure students' attitude towards English songs; a pre test and a post test to evaluate students' listening skills after each term. On first stage students attended two classes in a week and answered a listening pre test to get their opinion on listening skills. On the second stage, the teacher taught one group using songs, and the other group only receives classes using a textbook. Finally, on the third stage students answered a post test to measure the effect of songs as supplementary materials.

Concerning the results of the questionnaire applied to measure students' attitude towards English songs; fifty percent of participants demonstrated great interest in English songs, ten percent of them were not interested in English songs, and three percent of the students claimed that English songs were too complicated to listen and to understand. In the same way, the results of the pre test showed that almost all participants use English songs to practice their listening skills trying to comprehend the words, to remember the lyrics, and writing down the main idea of the song. Only a small group of students listen the songs for fun. In addition the students identify some activities that they would like to do while listening songs in this order: to arrange jumble lines, gap-filling, summarizing the content of the song, discussions about the meaning of the song, answering comprehension questions, and dictation. To end up with results, the post test revealed that there were a raise in students' motivation and they demonstrated confidence while doing the listening activities. In brief, the researcher expressed that even though songs are effective as supplementary materials there are some disadvantages related to the style of music

and learners' low language proficiency that difficult a good comprehension of the lyrics.

In general view, the researcher concluded that songs enhance students' bottom-up listening skills such as word recognition, awareness of word linking, awareness of word stress; songs also enhance students' attention as well as comprehension skills. Students felt motivated and tried to write down the lyrics. In order to achieve good results in the use of songs as supplementary materials, the researcher recommends that teachers should select songs according to students' level and varying the style of music. In addition, the study recommends teacher to use songs for different activities as for example: gap fill, cloze tests, musical dictation, grammatical review, vocabulary learning, etc.

A last study was done by Al-Jarf (2005) to know the effects of online course management systems in EFL instruction. The participants were 150 female freshman students who were divided into three groups. They were pre-tested before instruction; each group was assigned randomly to a course and after each class all groups were tested to measure their level of achievement. The researcher found that there were important differences among the three groups in grammar achievement. Students showed a positive attitude towards that online course and they considered the course as a new way of learning. The investigator concluded that a well designed web-based instruction system motivates students to learn online and he recommended that teachers must selected online courses carefully and students should be introduced gradually to the use of this type of materials. Students' low computing skills and low level of motivation to participate in the activity were main limitations of this study.

## Results

### *Qualitative tabulation*

Chart one: Type of supplementary material used to teach children

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

Author: Fausto Agreda Ordoñez

Source: 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> 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							x	√										√	√	
	Audio	Songs																			
Dialogues																					
Stories																					
Tales																					
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	websites																				

Author: Fausto Agreda Ordoñez

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																				

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**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																				

**Author:** Fausto Agreda Ordoñez

**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	3	1	1	5	13.5%
	Power point presentations	0	0	0	0	0%
	Maps	0	1	0	1	2.7%
	Pictures	1	4	2	7	18.9%
	Charts	0	0	0	0	0%
	Handouts	3	3	3	9	24.3%
	Posters	1	1	1	3	8.1%
	Word cards	1	0	0	1	2.7%
	Whiteboard	2	4	3	9	24.3%
Audio	Songs	0	0	1	1	2.7%
	Dialogues	0	1	0	1	2.7%
	Stories	0	0	0	0	0%
	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)	0	0	0	0	0%
Online	Websites	0	0	0	0	0%
Total		11	15	11	37	100%

Author: Fausto Agreda Ordoñez

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, Analysis, and Interpretation of Results

The information that was gathered as a result of the ten observed class in each of the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades is analyzed in this section. In the first place, the researcher did a qualitative analysis to describe whether the material used by the teacher was correctly used according to the objectives and to the topic of the lesson; this analysis also shows students' answers about the material used by their teacher and teachers' explanations about the reasons to use supplementary materials in the classroom.

### *Qualitative Analysis*

It was observed that the teacher used these supplementary materials during the ten classes: flashcards, maps, pictures, handouts, posters, word cards, whiteboard, songs, and dialogues.

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

##### *Flashcards*

Flashcards were used on the second, third, and fifth class in this grade. The topic of the second observed class was 'Jobs' and it was planned to teach students to use time clauses with *whom* to talk about different types of jobs. The flashcards had images of people doing different activities and students had to guess the job that corresponded to each one; the teacher used the material in the presentation stage using the vocabulary words from the textbook. In the practice stage, student participated in pairs asking questions to each other and using the flashcards; they were motivated to learn the grammar structure usage. After this, students completed sentences on their textbook. The material was pertinent to the topic because the images on the flashcard were related to the lesson and they helped the students to learn the vocabulary words. The material was pertinent to the objective of the lesson



because students comprehend the use of the grammar structure and practice their speaking skills. This confirms what Seven & Engine (2007, p.1) say about supplementary materials. “in education, visual and audio aids are those which have many effects and importance on providing learning permanent” The quality of the material was good because they had colored drawings, they were of a good size, 55x38cm, and they were made of card. Students explained through the survey that they liked the material and they also preferred songs to learn this topic.

The third observed class had as topic ‘Things that move’ and the teacher planned the lesson to teach students how to use prepositions of direction. The flashcards that the teacher used in this class showed images of different inventions and she used the vocabulary written on students’ textbook to ask them questions as for example: How does this object move? Students answered using prepositions of place according to the model sentences from their books as for example: the plane flies across the sky. The material was pertinent to the content because they showed images of things that move. In addition, the material was pertinent to the objective of the lesson because they graphically described the meaning of prepositions. And the material was appropriate to the students’ level and age because they completed correctly the sentences with the prepositions of direction on the book. The flashcards had a good quality because they were made of plastic coated card and they were of a good size (55x38cm). Students’ answers showed that they liked the material and they suggested other materials as for example videos or websites.

The fifth observed class was ‘Inventors’ and according to its objective the students had to talk about inventors and their inventions. The teacher used the same set of flashcards of the third observed class; those that showed images of inventions, and students had to read short texts on their textbook to guess the inventor of the

object on the flashcard. Just as in the third observed class, this material was pertinent because it showed images related to the topic. These visual resources were pertinent to the objective of the lesson because the students identified each inventor and gave a brief description of him. The flashcards were also appropriate to the students' age and comprehension level because they showed colorful cartoons of inventions and helped them to match the correct description on the book. As a result, it was observed that the material helped the students to interact with the text on the book and to develop their language skills as Felix (2009) states.

The material had a good quality; it was made of plastic coated card and it had a good size, 55x38cm. About this material, the students commented that they like it but they would like that their teacher use movies to teach them about inventors.

#### *Pictures*

Pictures were used in the first observed class. The objective of this class was planned to review some concepts that students had learned in a previous class such as different types of inventions and the topic was 'Grammar and vocabulary'. The teacher used pictures of different inventions and students had to mime or make sounds to imitate those objects. In consequence, the pictures were pertinent to the objective and content of the lesson because they were used to help learners to remember previous knowledge. The material was also appropriate to students' age and their language level because students have fun & laughed a lot while trying to imitate the objects that contained images of colorful pictures that draw students' attention. The pictures were cut from magazines and pasted on pieces of card and they were of a good size: 40x35cm. The students' answers of the survey confirmed that the material was fun and attractive and they suggested the use of songs for this class.

### *Handouts*

Handouts were used in the second, the seventh, and in the tenth observed class. The teacher used this material to evaluate students' knowledge about the lesson in the second class; the topic of this class was 'Jobs' and it was planned to teach students to use time clauses with the grammar structure who to talk about different types of jobs. The handouts were pertinent to the topic of the class and to the content because they contained questions related to the use of the grammar structure; it also had exercises on which the students had to match job names to their pictures. The material was appropriate to students' age and level because it contained well structured questions that students comprehended easily. The quality of the handouts was good because they were printed correctly and each question had enough space for students' answers. The students considered that the material was correct because it was a test; they also prefer songs to learn this topic.

Handouts were used also in the seventh class; the topic was 'Holiday' and the purpose of this lesson was focused on reinforcing the use of the present tense. Handouts were used to practice the use of the grammar structure and students had to complete personal information using the present tense. Then, they exchanged their handouts and interviewed each other. The activity was fun and students enjoyed it very much. For this reason, this material was pertinent to the topic and to the objective of the lesson. In addition, the material was appropriate to students' age and level of comprehension because questions were related to learners' interests such as the type of music they like, friends, favorite food, etc. In this way, the material helped the students to retain more concepts permanently as Felix (2009) mentioned. The quality of the handouts was good because they were printed clearly and the information was clear.

At last, this material was used in the tenth observed class that had the topic ‘Are you ready?’ According to the objective, students had to talk about continuous actions in the past using the past progressive. After students worked on their textbooks, the teacher used the handouts to evaluate their knowledge. The handouts were pertinent to the topic and objective of the lesson because they contained questions and exercises about the use of past progressive tense and they allowed the teacher to evaluate students’ knowledge of the grammar structure. Additionally, the material was appropriate to the students’ level and age because questions were well structured and students were able to answer them correctly. The quality of the handouts was good because it was correctly printed and questions were correctly elaborated. Students gave a positive opinion about it and they chose other materials as dialogues, and movies for this class.

#### *Posters*

This material was used in the eighth observed class with the purpose to teach students the use of frequency adverbs; the topic of the lesson was ‘Holidays’. The teacher pasted a poster on the board to show activities that people frequently do such as doing exercises, going to a party, playing sports, etc. Students used the poster to complete a table on the textbooks to indicate the correct adverb that better described the activity such as regularly, often, etc. The poster was pertinent to the topic and objectives of the lesson because the students were able to relate the images on the poster to the text on their books in order to complete information. The material was appropriate to the students’ level and age because they contained colorful pictures aided the students to associate pictures and activities. In this way, the material was used to motivate students and to provide complete examples of conceptual thinking

as Felix (2009) states. The quality of the poster was good because it was attractive, well designed, and had colorful images; it was made of plastic coated card.

#### *Word cards*

This material was only used one time by the teacher in the sixth class to teach the student the use of verbs + infinitive; the topic was 'Holidays'. The word cards showed verbs that were already known by the students and the teacher taught them how to form the infinitive. The material was pertinent to the topic and objective of the lesson because it was used to help students to remember the language they had learned. In addition, the word cards were appropriate to students' age and level of language because they showed easily how to form infinitives. The quality of the word cards was good because the size was adequate and all the students observed them well (65x40cm). The material was made of white card and the teacher used black markers to write the verbs and red markers to write the word "to". However, the students that answered the survey commented that they would have preferred songs, posters, and flashcards for this class.

#### *Whiteboard*

The teacher used the whiteboard in the fourth and ninth class. The topic of the fourth class was 'Inventions' and students had to talk about inventions using prepositions of place. In the first part of the class, the students read aloud in turns a text about inventions and after that the teacher wrote sentences on the board and students had to complete those sentences using prepositions of place. The whiteboard was not pertinent to the objective of the class because students did not talk about inventions, they only wrote sentences on the white board. However, the material was pertinent to the content of the class because students wrote sentences describing inventions. The whiteboard was appropriate to students' level and age because the

sentences were easy and students comprehended them. Learners explained that they did not like the way the teacher used the material because they were bored; they would have preferred a dialogue or video as supplementary material. Concerning the use of supplementary materials, Kumar (2004) explains that teachers should use them to provide students with opportunities for learning. The quality of the whiteboard was good because it was in good conditions and the content was organized correctly.

The whiteboard was used again in the ninth class, the topic was 'Past tense' and the objective of the class was focused on practicing the use of this grammar structure. The material was used by the teacher to write sentences and students completed them. The material was pertinent to the topic and to the objective of the class because students wrote sentences to practice the use of the grammar structure but it did not motivate students to participate actively. The whiteboard was not appropriate to students' age because it was not used creatively and students were bored. About this, Seven & Engine (2007), Kumar (2004), and Felix (2009) recommend that supplementary materials should add interactivity to the teaching process. For this reason, the students claimed that they preferred other material as handouts, dialogues, and flashcards.

### *Learning Styles*

The teacher in this grade explained that she usually selects materials in accordance to students' learning styles. Specifically, students in this grade liked to learn through dynamic activities such as competitions, games, and guess meanings activities. Those learning styles are identified by Gardner (1999) and Felder (1995) as kinesthetic and deductive. It was observed that the teacher used mainly visual materials to elicit concepts, to present new information or vocabulary, to reinforce or

to evaluate students' knowledge. In this way, the teacher selected and used materials that favored only one group of learners: deductive. However, it was observed in the first class that material was used wisely to teach kinesthetic and deductive learners because some students had to mime objects represented by pictures and the rest of the class had to guess the meaning. Therefore, it would have been more effective that the teacher followed that teaching style observed in the first class in order to use the material according to students' learning preferences.

### *5<sup>th</sup> grade*

#### *Flashcards*

The topic of the first class was 'Rules' and students would learn to talk about behavior rules using should and shouldn't. The teacher introduced the topic with flashcard that showed images of correct and incorrect school behavior. With the aid of the images the teacher told the students, making emphasis on the grammar structure, *You should help your classmates but You should not fight with them.* Students read some examples on their textbooks and then they produced some sentences related to the images on the flashcards. In this way, the material was pertinent to the objective and content of the lesson because the students were able to comprehend the use of the grammar structures. The material was appropriate to students' ages and level because the flashcards contained images of children doing good and bad things. In addition, the students commented that the material was good for them; they did not choose other type of material in the survey. In this class, the supplementary material was used according to what Kumar (2004), Seven & Engine (2007), and Felix (2009) state, to add interactivity to the class and make learning permanent. The quality of the material was good, the teacher made them using pictures that she downloaded from the internet; images were colorful and they had a

good size, 50x40cm, they were printed in A3 format which is bigger than a common piece of paper.

### *Maps*

The topic of the eighth class was ‘Explorers’ and the teacher used a map to teach how to give directions using expressions such as go ahead, cross the street, turn left, turn right, etc. The map showed the streets and locations of a small town and it was used to practice how to give directions. The teacher pointed out a location on the map and asked questions such as *I’m here, how can I get to the bank?* Then, she wrote examples of answers such as *Go ahead and turn left on Maple Street.* As a result, the students were engaged on the activity and they completed it without difficulty. The material was pertinent to the topic and objective of the lesson because it was used to help students to use the expressions for giving directions. In addition, the map was appropriate to students’ age and level it illustrated clearly all locations with attractive images. About this, Kumar (2009) explains that materials are used to motivate students to learn and to use the grammar structures. The quality of the map was good because it had many colored images and it was of a good size (1.25x75cm).

### *Pictures*

The teacher used a picture, in the sixth class, to teach prepositional phrases and the topic of this lesson was ‘Art’. In this lesson the teacher showed some pictures of different artists and talked about them using prepositional phrases and students produced sentences describing the pictures such as *There is a boat in the lake with a blue flag at the top.* The students participated with enthusiasm and asked the teacher for their turn to describe the pictures. Therefore, the material was pertinent to the objective and topic of the lesson because it guided students to use prepositional



phrases. The material was appropriate to students' age and level because it contained images of attractive colors that were described easily by the students. This confirmed what Felix (2009) describes about supplementary material; they motivate students to learn better. The pictures were full of color, attractive and were of good size: 45x57cm. Students commented on the survey that they liked them.

The second part of the class 'Art' was taught in the seventh observed class and students learned to use modals of deduction. The teacher used pictures of different artists to evaluate students' knowledge about the topic; they looked at the picture and completed sentences on handouts that the teacher gave to them. The pictures helped the students to answer the questions and to complete the sentences in the handouts. Therefore, this material was pertinent to the topic and objective of the lesson. The material was appropriate to students' age and level because it contained colorful images that students were able to describe easily. This was confirmed by the students' answers of the survey because they indicated that the pictures helped them to complete the test. This corroborates what Felix (2009) explains about the use of supplementary, they help students to increase their knowledge and to retain information. The quality of the material was good because it was of 45x57cm and it had attractive colors.

The ninth class was focused on teaching vocabulary to give directions to get from one place to another; the topic of the class was 'Explorers'. The teacher used some pictures to introduce new vocabulary such as museum, city hall, marketplace, etc., she showed a picture to the students and explained the meaning of a word by saying *A museum is place where you can see old art crafts such as pictures and sculpture.* The material was pertinent to the topic and objective of the lesson because it helped students to understand the meaning of words. The material was appropriate to

students' age and level because it showed common locations of a city. The pictures had good quality; they were downloaded from the internet, printed in color, and pasted on pieces of white card. In addition, they had a good size (32x51cm) and all students observed them.

The last observed class had also the topic 'Explorers'. This time the teacher used pictures to help students to construct their knowledge about the use of time clauses with before and after. The teacher showed pairs of pictures to the students that described for example ancient and modern civilizations and she asked students some questions to elicit from them possible answers as for example: *what happened after the man invented the wheel?* And students answered: *the man invented the car*. The material was pertinent to the objectives and topic of the class because it helped students to use time clauses. In addition, the pictures were appropriate to students' age and level because they showed important characteristics of ancient and modern civilizations through attractive images. The students commented it would have been difficult for them to learn the grammar structures without the aid of those pictures. In this way, supplementary materials helped the teacher to simplify explanations just as Seven & Engine (2007) mention.

With regard to the quality of the pictures, they consisted on clear and attractive images. They were of good size, 50x65xm and all students were able to see them.

#### *Handouts*

Handouts were used in the seventh, eighth and in the tenth class; these classes were all related to the use of the grammar structure *used to*. The teacher used this material to evaluate students' knowledge; the handouts had questions and readings related to the use of the grammar structures. The material was well elaborated and the instructions and readings were clear; students did not have any difficulty to

complete the test because in all those classes the teacher used other supplementary materials such as pictures and maps to help the students to answer the questions on the handouts. In consequence, the material was pertinent to the topic and to the objectives of the class and they also were appropriate to students' level and age. The quality of the material was good because it was printed correctly and clearly.

#### *Posters*

The topic of the second observed class was 'The old west' and the objectives were: to introduce and practice affirmative statements with used to. The teacher pasted a poster on the board as a grammar reference and she explained the use of the grammar structure. The poster had sentences such as *Men used to ride horses* with the grammar structure highlighted with red marker. In this way, the poster was pertinent to the topic and objective of the lesson because it showed clearly the use of the grammar structure. The material was appropriate to students' age and level because students understood the use of the structure and then they were able to write five things they used to do when they were little kids as part of an activity class. The students explained after the class that the poster helped them to comprehend the topic. For this reason, as Kumar (2004) explains, this material assisted learners on their construction of knowledge. The quality of the poster was good because it was of a good size, 125x100cm. Additionally, the contents were written with a good and clear handwriting using black and red markers.

#### *Whiteboard*

This material was used in the third, fourth, fifth, and sixth observed classes. The topic of the third class was 'The old west' and the objective of this class was oriented to practice negative statements with used to. The whiteboard was used to take note of the words and sentences brainstormed by students about the topic of the lesson.

Then, the whiteboard was used to write negative statements with *used to* and students also wrote their own sentences. The board was pertinent to the objective and topic of the lesson because students were able to practice negative statements with *used to*. The material was appropriate to students' age and level because they comprehended the teachers' explanations. The quality of the whiteboard was good because it was in good conditions and the contents were well organized. The teacher used a clear handwriting.

The fourth class was also about 'The old west' but, this time the objective was to use yes/no questions for asking information. The whiteboard was used to write some questions as for example: *Did you use to play with blocks when you was little child?* The material was pertinent to the topic because students practiced the use of the grammar structure. In the same way, the whiteboard was pertinent to the objectives of the lesson because the students practiced using yes/no questions.

The whiteboard also was appropriated to students' level and age because the teacher used examples related to them and the sentences were easy to comprehend. According to students' opinion they liked the material and they mentioned other materials such as pictures, flashcards, movies, and objects for this class.

The quality of the whiteboard was good because it was in good conditions and the teacher organized the contents well using a good and clear handwriting.

The fifth observed class was the last part of the topic 'old west'. This time the objective was to ask questions about personal information using wh-questions and *used to*. The teacher wrote some sentences on the board to explain the meaning of why-questions as for example: *why did people use to wear hats on the old west?* And students check for the answer on a text on their books. The white board was pertinent to the topic and to the objective of the class because the teacher used it to explain the

use of the grammar structure and students practiced writing sentences. This material was also appropriate to students' age and level because the teacher used easy sentences related to the topic of the class. The quality of the white board was good and the teacher used black markers to write the sentences and red markers to highlight why-questions on each sentence. The students comprehend the teachers' explanations and they also would have liked other type of materials such as word cards, handouts, stories, and tales. In this class, it was observed that the teacher used the white board to provide example of conceptual thinking and it is exactly what Felix (2009) explains about supplementary materials.

The objective of the sixth observed class was, to recognize prepositional phrases, and its topic was 'Art'. The whiteboard was used in the practice stage; the teacher showed some pictures to the students and then a student wrote sentences on the board about the picture. For example, a picture showed a boat on a lake and a student wrote a sentence describing the picture and using prepositional phrases as for example: *there is a blue flag at the top of the boat*. The whiteboard was pertinent to the objective and topic of the class because students recognized prepositional phrases and they were able to write sentences using the grammar structure. The whiteboard was appropriate to students' age and level because they practiced prepositional phrases easily. The quality of the whiteboard was good because it was in good conditions and contents were organized correctly.

### *Dialogues*

The teacher used a dialogue in the eighth class titled 'Explorers'. The objective was to give directions to go to some place. The dialogue was about children asking information about locations on a map and the students listened to it while they looked at a map; then, they completed sentences on their textbooks. The dialogue

was pertinent to the topic and objective of the lesson because it helped students to give directions in a clear and easy way. The material was appropriate to students' age and level because it contained a conversation between two kids and the language used was clear and easy to follow. Students completed the activity and they also stated that the material was good for the topic. They chose a video as other alternative that would like the teacher used in the class. About the quality of the dialogue, it was good because the teacher played with a good volume and the pronunciation was clear.

It was important the use of a dialogue in this class because, as Seven & Engine and Kumar explain, supplementary materials allow students to use their five senses to remember easily the language that they learned in the classroom.

#### *Learning styles*

The teacher considered that the students in the fifth grade have different learning styles because some of them like to learn by listening music, others like to learn by watching movies, others like to learn by seeing pictures, etc. In consequence, she usually tries to meet their students' needs using different types of material such as pictures or songs. Additionally, the teacher considers that supplementary materials are very important because they help students to retain knowledge. However, it was observed that the teacher used mainly visual resources and only one song; this demonstrated that even though students' learning styles was an important matter for the teacher she did not use variety of materials in her classes.

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

##### *Flashcards*

The topic of the first observed class in the sixth grade was 'Plants' and its objective was to talk about how plants are similar to each other using too – either.

The teacher showed pairs of colored flashcard with fruits and vegetables and students guessed similarities and differences about both elements. While the students mentioned characteristics of the elements that they looked the teacher guided them to use the grammar structures as for example: *Apples are red and Tomatoes are red too/Apples are red and either tomatoes*. The flashcards were pertinent to the topic and objective of the lesson because they help students to visualize similarities and differences between fruits and vegetables and learners were able to use *too* and *either*. This confirms what Felix (2009) explains about supplementary materials; they help learners to construct knowledge and motivate them to learn. Besides, the material was appropriate to students' age and level because it had images of real fruits and vegetables that students recognize easily. The quality of the material was good, they had a good size (32x50cm) and were made of plastic coated card; this flashcards were part of the course materials. The students mentioned on the survey that they liked the material because it was appropriate to the topic and they learned better how to use the grammar structures. They did not choose other type of material.

#### *Pictures*

The teacher used pictures two times during the ten observed class in the sixth grade. The first time was in the fifth class, the topic of the class was 'Change in nature' and the objective was to learn vocabulary about environment to describe changes in nature. The teacher used a set of pictures to introduce the vocabulary and then she elicited from students descriptions about the pictures; the pictures showed cycles of life of different living things in nature. The students were very interested in the topic and collaborated actively the whole class. The material was pertinent to the topic because they help learners to visualize how changes in nature occur; it was also pertinent to the objectives because through the use of pictures students described

how animals change using the vocabulary words. The pictures were appropriate to students' age and level because they showed simple images about cycles of life of a butterfly, a cow, a hen, etc. The quality of the pictures was good and they had a good size (70x50cm); this material was made of thin plastic coated card. Even though students considered that the material was correctly used, they would have preferred that teacher had used a video to explain the class. In this fifth observed class, the teacher used the material as Felix (2009) explains, to help learners to retain concepts and to motivate them to learn better.

The second time that the teacher used pictures was on the ninth class titled 'Problems', this lesson had as objective to express wishes using the simple past. In this class, the teacher first asked the students to mention some wishes they have; then, she showed them a picture that had a drawing of a woman dreaming about a new car and told them, *I wish I had a car*. Next, she showed different pictures of people dreaming about different things and she asked some students to say sentences about their wishes. The material was pertinent to the content because they help students to visualize the topic of the class; it was also pertinent to the objective because the pictures guided students to express their wishes. The pictures were appropriate to the students' age and level because they presented colorful and concise images about the topic. As Kumar (2004) mentions, pictures helped teachers to simplify explanations. The quality of the material was good because it was made of thin plastic coated card and it had a good size, 32x50cm.

### *Handouts*

This material was used three times. In the second observed class the topic was 'Plants' and the objective was to reinforce the acquired knowledge in the previous class. With this aim, the teacher delivered some handouts with readings about the



use of plants to different groups of students, they had to read and classified the plants mentioned on the reading according to the different uses those plants have; after the students completed the activity, each group briefly explain different uses of plants. The handouts were pertinent to the topic and objective of the lesson because they allowed students to demonstrate what they have learned previously about the topic. The handouts were appropriate to the students' level and age because they had the necessary information about plants and allowed students to develop their work easily. Their comments about the material were positive and they would have preferred other materials such as videos and objects. In this class, the teacher could have awakened students' interest in the topic more effectively by using some samples of different types of plants along with the handouts.

The seventh class was the next observed class in which the teacher used handouts, this time the topic of the class was 'Water' and its objective was to practice the use of second conditional. The teacher used handouts to evaluate students' knowledge about the use of the grammar structure. The handouts had two list of sentences, the list on the left showed the first part of the sentences as for example: *If everyone had to clean water to drink*, and the second list on the right had the other part of the sentence: *there would be a lot less diseases*; the students had to join them together according to the grammar structure usage. The handouts were pertinent to the topic and objective of the lesson because they allowed teacher to evaluate students' knowledge about the use of water. The material was appropriate to the students' age and level because they had clear and well structured sentences that students comprehended easily. As Felix (2009) mentions, the handouts were used to help students to remember the language that they have learnt. Learners expressed that the material was adequate because it was a test and they did not have any

inconvenient with it, they did not choose other type of material. About the quality of the handouts, it was good because they were well printed and provide clear guidance about what students had to do.

The last observed class in which the teacher used handouts was the tenth class, its topic was 'Problems' and its objective was to use the structure *I wish I could* to express desires about something. The teacher use a handout to evaluate students' knowledge about vocabulary of the previous class, this activity took place at the beginning of the class. The handouts were pertinent to the topic and objective of the lesson because they had statements that students had to complete according to pictures that were near of each sentence. In addition, the material was appropriate to students' age and level because students comprehended the sentences and were able to complete the sentences adequately. The quality of the handouts was good because they were well designed and printed, and the content was clear.

#### *Posters*

This type of supplementary material was used in the eighth class titled 'Water' and its objective was to practice vocabulary words related to the use and benefits of water. The teacher asked the students to bring some material about the use and benefits of water and they worked in groups to elaborate posters about the theme; the students brought pictures cut from magazines that described the use and benefits of water. After the students finished the posters, they briefly explained their contents to their classmates; the activity was fun and all students participated actively. As a result, the posters elaborated by the students were pertinent to the objective and topic of the lesson because they allowed learners to display use and benefits of water by using vocabulary words. The material was appropriate to students' age and level because it was elaborated by students and allowed them to be creative demonstrating

their knowledge. According to description provided by Felix (2009) mentions about the use of supplementary materials, in this class posters helped students to motivate them to learn and to retain concepts permanently. About the quality of the posters, they were elaborated on pieces of paper of 125x75cm and the content was organized well and students used different color markers to make them more attractive.

### *Whiteboard*

This type of material was used three times. The first time was in the class titled 'Heroes' and the purpose of the lesson was to use simple past to talk about past actions. The whiteboard was used by the teacher to explain the use of the grammar structure by writing some examples such as *A policeman fought with a thief*. Then, students also wrote sentences as for example: *the brave fireman saved two girls in the fire*. Although the use of the material was pertinent to the topic and to the objective of the lesson, it was not used with creativity and originality. According to the students, they would have preferred posters, stories, and movies. The material was appropriate to students' age and level because learners were able to comprehend the use of the grammar structure according to teacher's explanations. The teacher could have awoken students' interest in the class by using a dialogue related to the topic and handouts; in this way, students could have listened a dialogue and completed information on a handout using the grammar structures. About the quality of the whiteboard, it was in good conditions and the teacher used a clear handwriting.

The second time that the whiteboard was used the class had the same previous topic: 'Heroes' and the objective was to use the present perfect. The teacher used again the white board to explain the use of the grammar structure and then the students worked on their textbooks. The material was pertinent to the topic and to the objectives of the lesson because it helped the teacher to explain the use of the present

perfect and students practiced by writing sentences. In the same way, the whiteboard was appropriate to the students' age and level because it was used to simplify teacher's explanations. The quality of the whiteboard was good because it was in good conditions and the teacher wrote using a clear handwriting.

The white board was used the last time in the sixth class titled 'Changes in nature' and its objective was to compare the present perfect simple and going to. The teacher used the white board to explain the difference between the two grammar structures. The material was pertinent to the content and to the objective of the lesson because the examples written by the teacher allowed learners to learn the difference among both grammar structures. It also was appropriate to the students' age and level because the teacher used the white board to write simple sentences that were well comprehended by learners. However, it would have been more appropriate to use a timeline chart or to draw a timeline to explain the differences of each structure. The quality of the whiteboard was good because it was in good conditions and the teacher used clear and adequate handwriting.

### *Songs*

A song was used in the second observed class titled 'Plants'; the objective of this lesson was to reinforce the acquired knowledge in the previous class about similarities and differences among plants. The teacher played a song about plants as a warmer. This song helped the students to remember some concepts reviewed in the previous class about the topic; after the teacher played the song she asked students to explain some similarities and differences about fruits and vegetables. Therefore, the material was pertinent to the topic and to the objectives of the lesson because it help students to remember easily what they have learnt; this confirms what Seven & Engin (2007) and Kumar (2004) mention about the importance of supplementary

materials in the classroom. In the same way, the song was appropriate to students' age and their level because the rhythm was fun and it encouraged students to sing and participate actively trying to remember similarities and differences of vegetables and fruits. The quality of the song was good because the language used was clear and well pronounced; the rhythm and lyrics were easy to follow and students comprehend the content of the song. About the survey, the students considered that the material was well used by the teacher and they would have liked also videos, and movies.

### *Learning styles*

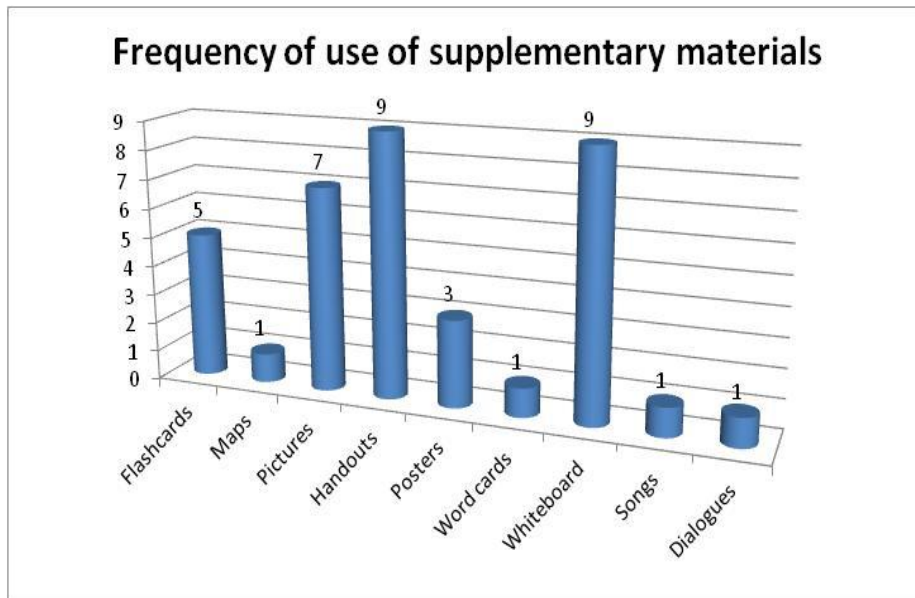
It is important to mention that the same teacher taught the observed classes in all the three grades; therefore, she mentioned again that she usually tries to meet all her learners' need when she use supplementary materials because her students learn better and retain knowledge easily. However, it was observed in this grade that the teacher did not use a variety of materials because she used mainly visual materials.

### *Quantitative Analysis*

Supplementary materials were used 37 times in all the observed grades, this frequency of use of supplementary materials is distributed in this way and it can be observed in the graphic below: whiteboard and handouts were used 9 times that correspond to 24.3%; pictures were used 7 times that correspond to 18.9%; flashcards were used 5 times that correspond to 13.5%; posters were used 3 times that correspond to 8.1%; maps, word cards, songs, and dialogues were used 1 time that correspond to 2.7%.

Analyzing the materials that were frequently used, it can be observed that white board and handouts have the highest frequency. About the whiteboard, this material is traditionally used by all teachers all over the world; it is frequently used to explain

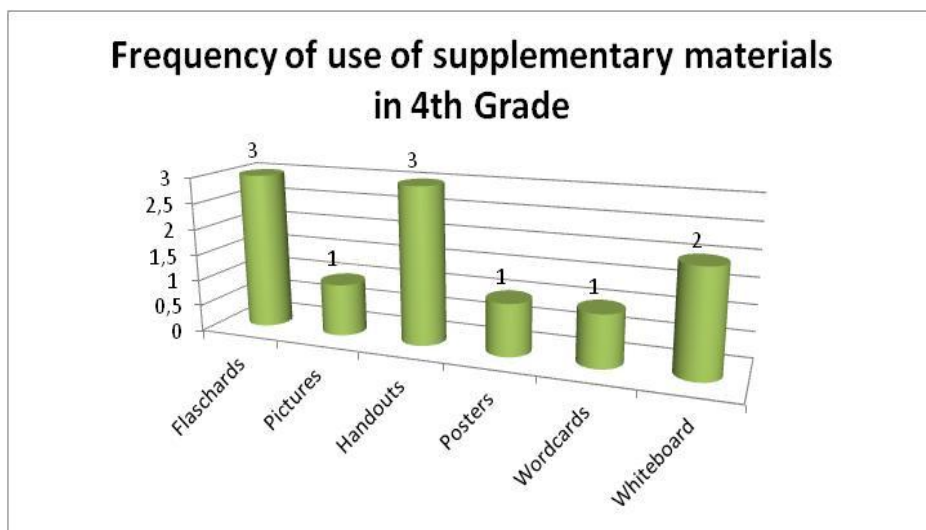
the class, and as means of practice for students. For this reason, this material shows one of the highest frequencies. Similarly, handouts were used in the tenth observed classes to evaluate students' knowledge and to provide them practice about the grammar structures; the teacher elaborated the material according to the objectives of the lessons in all those cases.



Graph N° 1

Source: chart five

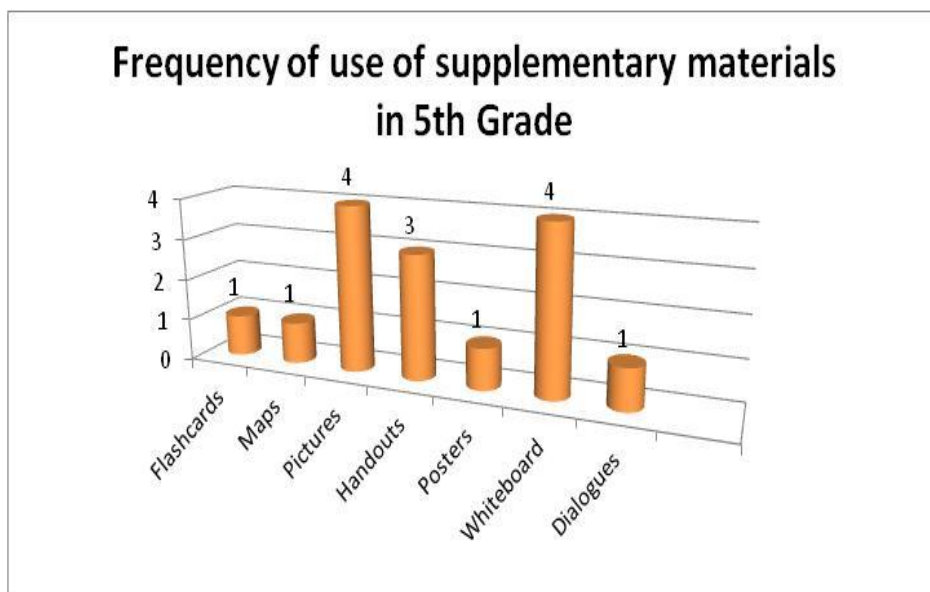
More specifically about each grade, the total amount of used materials in the fourth grade was 11; from this, flashcard and handouts were the most used materials by the teacher in this grade. The whiteboard is in the second place with a frequency of 2 times, and less used materials were pictures, posters, word cards. About the teachers' explanations, he commented that she usually works with the textbook and when it is necessary to explain some difficult topics or she wants to add something new to the class then she uses supplementary materials. It is also important to notice that this teacher used mainly visual materials; she explained that children in this grade have similar preferences about this type of material.



Graph N°2

Source: chart five

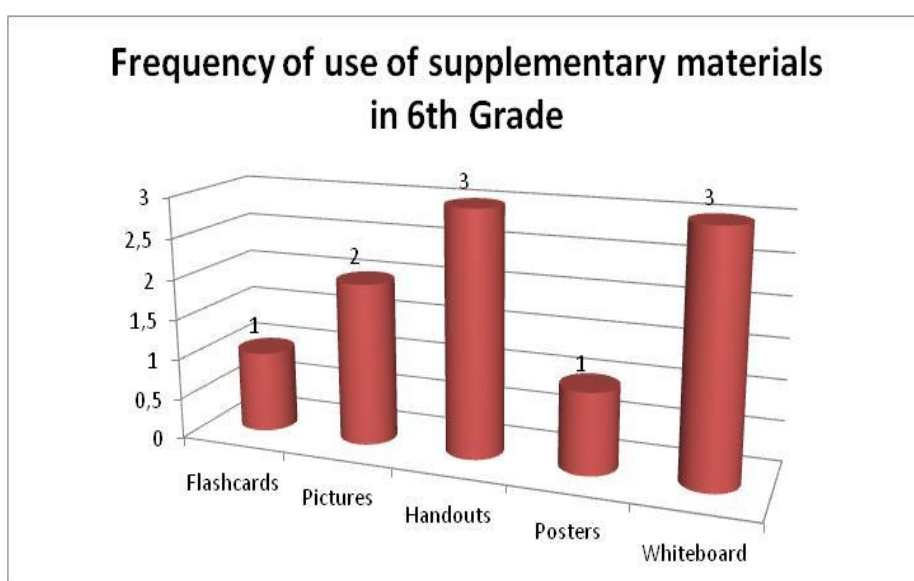
In the case of the fifth grade, the teacher used supplementary materials 15 times; from this, the highest frequencies correspond to pictures and whiteboard that were used 4 times. It was observed that pictures were frequently used to help students to visualize the meaning of grammar structures; in addition, the whiteboard was recurrently used to write vocabulary words and examples of sentences, and to explain grammar structures. In the second place are handouts, this material was employed 3 times to evaluate students' knowledge and to practice grammar structures. The lower frequencies in the fifth grade correspond to flashcards, maps, posters, and dialogues; each of them was used 1 time. Concerning these lower frequencies, the teacher explained that those elements are part of the course materials and they are related to the contents of the textbook and they are already known by the students; therefore, she prefers to look for pictures that can increase the students' interest on the topic.



Graph N°3

Source: chart five

With regard to the sixth grade, the graphic below shows that the teacher employed supplementary materials 11 times. This frequency is divided as follows: handouts and whiteboard were used 3 times, pictures were used 2 times, and flashcards, posters, and songs were used 1 time. The teacher explained that class work is usually related to the textbook. She used handouts to evaluate students' knowledge and the whiteboard was used to explain grammar or to write examples of sentences.

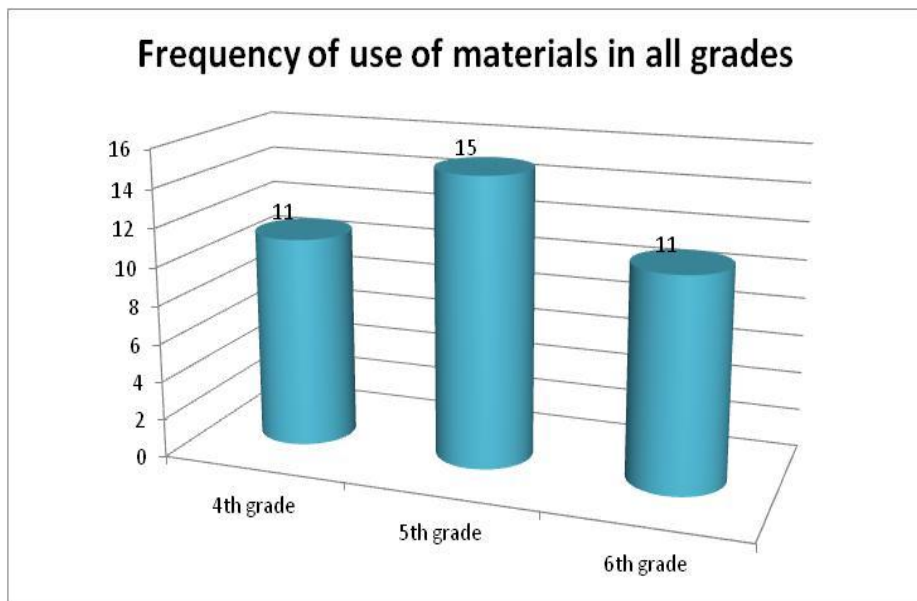


Graph N°4

Source: chart five



Next graphic shows the total frequency of use of all materials in all grades. The used of supplementary materials for teaching children was higher in the 5<sup>th</sup> grade because the frequency was 15 times. It can be observed also that the use of supplementary materials in the 4<sup>th</sup> and 6<sup>th</sup> grade was similar because the frequency is 11 times in both grades. Those results are influenced by the regular use of the whiteboard and pictures in the 5<sup>th</sup> grade.



Graph N°5

Source: chart five

## Conclusions

- The types of supplementary materials most frequently used for teaching children in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades were: white board, handouts, pictures, and flashcards.
- The less frequently used materials for teaching children in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades were maps, word cards, songs, and dialogues.
- The highest frequency of use of supplementary materials was found in the 5<sup>th</sup> grade, the regular use of pictures and the white board had influenced this result. The teacher used pictures to help students to comprehend the meaning of grammar structures and she explained the use of those structures using the white board.
- The type of materials mostly used by the teacher in the three grades was visuals. The teacher explained that visual resources help students to retain information better because they are able to visualize the meaning of structures or new words.
- Handouts were used equally in the three grades because they were used as tests to evaluate students' knowledge.
- The white board was also used with the same tendency on each grade because the teacher argued that it is easy to use and it is available all the time. This material was used to explain subject contents mainly.

## Recommendations

- Teachers must be more creative when they used supplementary materials, they do not have to centralize the use of these materials to determined types or categories of materials.
- Teachers should combine the use of the whiteboard with other types of materials such as posters or flashcards; in this way, the white board could be used more effectively to reinforce students' knowledge better.
- Teachers should consider their students' different learning styles when they design/select use supplementary materials for teaching English.

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# ANNEXES

**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		

**Author:**

**Source:** \_<sup>th</sup> (\_ years old approx.)



**Chart \_\_\_\_:** 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:**

## 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
		<b>f</b>	<b>f</b>	<b>f</b>	<b>f</b>	<b>%</b>
Visual	Flash cards					
	Power point presentations					
	Maps					
	Pictures					
	Charts					
	Handouts					
	Posters					
	Word cards					
Audio	White/black boards					
	Songs					
	Dialogues					
	Stories					
Audiovisual	Tales					
	Videos					
	Movies					
Realia	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	Websites					
<b>Total</b>						

**Author:**

**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

## 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)**

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

**DESCRIPTION OF THE USED MATERIAL:**

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

How was it used?

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

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

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---

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

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

---

---

---

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

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

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

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

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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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How do you consider the quality of the used material?

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## STUDENTS' SURVEY

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

**DATE:** \_\_\_\_\_ **CLASS N°** \_\_\_\_\_

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

<b>PREGUNTAS</b>				<b>SI</b>	<b>NO</b>
¿Te gusta el material utilizado por el profesor en la clase de 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					

**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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