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

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

Trabajo de fin de titulación

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## DEDICATION

This work is dedicated to my dear husband Guillermo, who gave me his unconditional help, support and comprehension during all this research and to my dear children Glynis Alejandra y Daniel Alfonso who were my inspiration to reach my goal.

Glynis Beverlay

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## ABSTRACT

This study focuses on “The use of supplementary materials for teaching children in EFL classes”. This research was developed with children in the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades at a private elementary school in Bahia de Caraquez, Ecuador.

The objective was to describe the use and effect of supporting materials used for teaching children in EFL classes as well as its pertinence, content, appropriateness and quality. Comparisons among supplementary materials were taken into consideration by the use of different types of learning styles.

The qualitative and quantitative methods were applied for analyzing the observation of thirty English classes. The Qualitative Method consisted of interpretation of results and its description and the Quantitative Method, which was used to gather and display the information with the use of tables.

This research was based on thirty English class and the instruments used were: data collection designs, direct observation forms, tables, and students’ survey. Analyses and comparisons were done using visual, audio, audiovisual, realia and online variables.

This research established that integrating supplementary materials into EFL classes is crucial for teaching and learning effectively.

## INTRODUCTION

Currently, directors and English teachers look for innovative methods and strategies for overcoming old teaching techniques where the English text book was considered the only supporting material in the classroom. In order to incorporate supplementary materials in an EFL class properly, the investigation of supplementary materials is required.

The purpose of this research study is to find out whether supplementary materials for teaching children in EFL classes are actually being used by teachers and if so, to determine if the supplementary materials are pertinent, appropriate and qualified. Also, it is important to determine the variety of the supplementary materials and their frequency of use in the observed classes. These aspects should be taken into consideration for making decisions on how to use supplementary materials to teach English as a foreign language. Also, the selection of the correct bibliographical material ensures good results in the teaching and the learning of students.

Within the context of the learning, the teacher is one of the main actors. For this reason, the teacher's work requires different kinds of aids and information. One of the most important aids is the use of supplementary materials, which can be a great tool to facilitate this process of learning English as a foreign language.

The methodological component which considers a variety of aspects as the used method, the applied resources and techniques, these three components work together to achieve the teaching-learning process.

The objective of this research study starts with the determination and analysis of all types of supporting materials used for teaching children in EFL classes. Also it will show the importance of identifying the supporting materials

used in EFL classes. Furthermore, it will describe the type of supplementary materials used in the EFL classes in terms of its pertinence, appropriateness and its quality. Finally, the frequency and variety will be determined by the use of supplementary materials in the observed classes.

Also, it is necessary to take into account previous studies, to reinforce this research paper about supplementary materials. Moreover, these studies are guides for carrying out analysis on how, when, and with whom supplementary materials should be used.

One of these studies is the one of Madrid (1998) who bases his opinions on LOGSE 1990 (Ley de Ordenación General del Sistema Educativo-España). This law specifies that all teachers of foreign languages, music, and physical education must be specialists in their respective subjects. In the teaching of foreign languages, results are going to depend in large part on teachers' techniques and skills to develop students' basic competence in daily communication.

The analysis of Madrid (1998) on LOGSE 1990 is clear and accurate. The use of surveys led him to compare these results with the LOGSE's objectives. For this, the purpose of current approach is to contribute to the teaching and the learning have more connection with the students' experience and with the real world. Although, this research study was made in Spain considering its educational problems; the results and the analysis open new roads to improve the teacher's competence in the teaching of English language in our country.

Madrid (1998) expresses certain future limitations for teachers at the moment of teaching EFL. One of them is the mediocre and deficient initial training. Another is the limited availability of media and infrastructure.

Advances of the modern world and changes in educational system allow

students and teachers to use a variety of resources that help them to improve the learning and teaching English as a foreign language.

On the same topic, Gonzalez (2006) writes about teacher preparation's training in the use of supplementary materials and the impact of the training on the students' performance in the practicum where EFL classes are taught. Participants were student teachers, practicum supervisors and EFL teachers. As an attempt to help future teachers become better qualified for teaching in the use of didactic materials.

The authors emphasize that EFL teachers search for materials was a very important component in effective teaching. Students and teachers tend to associate effective teaching with availability of using different kinds of technological material. They should know different possibilities on technologies to make adequate choice in their settings classroom.

The access to the programs regarding to the materials used in Colombian universities was quite limited. This study contains essential elements to make a comparative analysis of the study which took place.

Finally, Martinez, Mayoral & Sanchez (2009) refer to learning as the combination of materials and multiple intelligences. The results observed were recorded on data collection instruments designed by the researchers and validated by specialist teachers.

The obtained results were that the use of didactic material based on multiple intelligences was effective and facilitated learning in children because students showed a good degree of interest and new level of engagement and motivation with the new language.

The authors conclude that teachers have certain problems or worries on performance the use of technologies; they should take immediate remedial action and alternatives and improve their knowledge. Also, the authors suggest using attractive materials, based on the multiples intelligences.

The current research contributes significantly to the educational field. The results of this research will benefit students, teachers, educational institutions, researchers and people interested in the use of supplementary materials in EFL classes. This research will allow all of them do an in-depth analysis on the use of support materials for improving the pedagogy about how to use the correct material in the correct context.

Some limitations were found in this research. The amount of observed classes was not enough to get a more exact result. During the thirty observed classes, a small percentage was interrupted because of monthly evaluations and activities that were part of a planned schedule. This limited the time of observation of the use of supplementary materials in EFL classes.

## METHOD

### *Setting and Participants*

This research study was conducted in three grades (4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup>) in a private elementary school in Bahia de Caraquez, Ecuador in September 2011. It was based on the need of knowing if supplementary materials are used for teaching children in EFL classes.

In the fourth grade the students were eight years old approximately. There were 15 female and 10 male students in this grade. Their English level was intermediate. This group needs to strengthen and complete a minimum vocabulary, clarify various grammatical concepts and use the English language in an interactive way. In the fifth grade, there were the same number of students as in fourth grade; but there were 19 male students and 6 female students. Their ages were nine years old approximately. Also, their English level was intermediate. They liked to speak English in short expressions among classmates and with the English teacher. In sixth grade, twenty five students attended the English class; 12 female and 13 male. Their English level was advanced. They only spoke English during all the class.

### *Procedures*

In order to elaborate this research study, relevant literature was reviewed forming the theoretical bases and making a methodical investigation on the use of supplementary materials in EFL classes which helped to determine facts that allow establishing or revising a theory based on the realities discovered. The instruments used were: data collection designs, direct observation forms, tables, and students' survey.

Visual, audio, audiovisual, realia and online materials were studied and analyzed in this research study. Besides, topics related to the techniques and

methods for teaching a foreign language, the learners' age with emphasis in the children, the learners' motivation and learning styles, different contexts for teaching a foreign language, the definition and importance of the supplementary materials and the analysis of some writers on the use of supplementary materials in EFL classes were considered and analyzed too.

The general approach was qualitative and quantitative. Reading, note-taking and surveys were the techniques used for the development of the current research. All the written information found in educational books, didactic guides and on the internet was taken into account as a guide to develop scientific contents in an organized and sequential manner.

The use of supplementary materials for teaching children in EFL classes is also a quantitative research that has been based on surveys. The surveys were applied to the students (see annex 2) and the English teachers (see annex 3) regarding to their perception on the use of supporting materials in English classes.

The students' survey (see annex 2) was designed for knowing their opinions on the materials used by the teacher in the English class. Another question was if this material helped them to understand better the topic of the classes, what additional materials they prefer in class, and how often the supplementary materials should be used in class. This survey was applied to sixty students, twenty in each grade, and two for each class during thirty observed classes.

The teachers' survey was applied to English teachers in each observed class. The content of this survey consisted of various questions as the students' preference in and the importance of the usage supplementary materials in EFL classes. Another question was if the learning styles of students were taking into consideration when supplementary materials were being used in the English classes

and if these materials were designed and elaborated properly. Previous to the application of the surveys, the researcher took note of the materials used in EFL classes (see annex 1).

The results were organized for establishing the qualitative and quantitative analysis. The qualitative analysis allowed analyzing the pertinence, appropriateness and quality of the materials used in English classes. In regards to, the quantitative analysis, it shows the percentages of each supplementary materials used in English classrooms in terms of quantity and frequency. Additionally, it shows if the materials were used according to the students' age and level.

The data tabulation allowed visualizing the frequency of use of each material in each grade during the English classes. Five variables were proposed: visual, audio, audiovisual, realia and online. Each variable has their own indicators like flash card, maps, pictures, songs, stories, videos, objects (toys, plants), and website among others.

Finally, an analysis of the results were considered to draw conclusions on all the information of all the supplementary materials used in English classes, in terms of pertinence (importance of the material used in relation to the content); appropriateness (related the students' level and understanding); quality (design and elaboration of the supplementary material) and frequency of the materials used in the observed classes.



## DISCUSSION

### Literature Review

Supplementary materials introduced into classroom activities help ease decision making and create optimal opportunities for the student. Also supplementary materials are interesting and motivational for a proficient student. These present day results come from various studies done at educational institutions prove that they improve students' cognitive and language skills and help them understand the meaning of content; in addition it is important that teachers use those materials adequately.

The use of supplementary materials in class has to be used specifically and remain on the class theme. This research study contains an analysis of important theoretical support that will contribute to understanding all the topics that are related to the use of supplementary materials in EFL classes. These topics include teaching foreign language pedagogy, differences between learners, teaching techniques, learning styles, different contexts for teaching and definition the of supplementary materials.

#### *Teaching a Foreign Language*

In order to understand how, when, with whom supplementary materials must be used, it is important to consider the meaning of *teaching a foreign language*.

Teaching a foreign language means teaching people to speak and understand a foreign language. This definition of a foreign language is by no means universal, there are several more. Madrid (1998) bases his opinions on LOGSE 1990 (Ley de Ordenación General del Sistema Educativo-España). This law specifies that all teachers of foreign languages, music, and physical education must be specialists in their respective subjects. In the teaching of EFL, results are going to

depend in large part on teachers' techniques and skills to develop students' basic competence in daily communication.

Martinez (2003) believes that the main factor involved in foreign language learning is active verbal participation. It needs to take place in a comfortable environment where communication skills can develop gradually through interaction between students. It is also important for teachers to change activities often in order to stimulate the students and avoid boredom.

Madrid (1998) and Martinez (2003) agree that interactive communication is the final objective of a foreign language class, but they differ on how best to achieve it. According to Madrid, a foreign language teacher specializing in that language will obtain better results. While Martinez suggests that results depend exclusively on varied activities that promote oral conversation in class, without the pressure of the teacher correcting grammar or pronunciation errors.

Also, Martinez (2003) manifests a very important conclusion that the actual use of a language is given by interactive communication. However, the traditional method based on grammar-translation still is used in English classes.

### *Learners*

It is very important to know how differences in age, personality, aptitude and motivation influence children in acquiring a foreign language. Ortega (2009) analyzes age-effects in language learning by comparing studies done on second language learners and foreign language learners. A person who travels to another country to learn its native language is a second language learner, while a person who studies a language in a country where that language is not commonly spoken is considered a foreign language learner. Second languages are generally necessary for

communication in daily life but foreign languages are typically used by choice in less frequent contexts.

Ortega (2009) concludes that age has an important role in EFL learning. At first an adolescent or adult advances more rapidly, while a child's learning process seems slower, but after five years or more the result is different. In other words the child has reached a higher level and the adult has arrived at a certain level and stagnated.

This approach exposes how the age influences when a new language is being learned. It is a great support to the present research, since it will allow understanding how the use of supplementary material in EFL Classes improves learning in children.

Pearson Education in Chapter IV analyzes some of the differences by which students are labeled during the process of learning a foreign language. Intelligence is one of them. It helps student to think and reason but when some students learn more rapidly than others this allows them to be stigmatized for their skills and knowledge.

Socioeconomic and cultural differences have positive and negative aspects. Parents with a higher income are able to support their children in foreign language learning by providing access to exclusive schools, trips to a country where the language is spoken, private tutoring, and language-related materials.

Pearson (2008) stated that it is important that a school take into account children's cultures in order to obtain a better result in foreign language learning. The respect that the school pays to their cultures is going to help them to feel that school is a place where they can learn in harmony. Students' achievements in foreign language learning are also going to depend on their aptitude and intelligence.

### *Motivation*

Iglesias (2008) considers motivation to be fundamental in the development of a foreign language class. The students' motivation could be influenced by several factors, so intrinsic and extrinsic motivations bring together the most important. Extrinsic motivation occurs when a student studies because of a reward or punishment and intrinsic motivation occurs when a student feels an inborn wish to learn. Teachers must feel motivation and pass it on to their students, as well as confidence in their own knowledge of the foreign language that they are teaching.

Dornyei (1998) refers to motivation as the principal impetus for beginning second language learning. Iglesias (2008) recognizes two kinds of motivations and talks about motivation in students and teachers. Dornyei (1998) and Iglesias (2008) agree that motivation plays a fundamental role in learning. With these contributions it is logical to deduce that the supporting material in EFL classes should motivate children to achieve an effective learning.

If a student is motivated effectively the student can achieve learning of any scale. With these contributions it is logical to deduce that the supporting material in EFL classes should motivate children to achieve an effective learning.

### *Learning styles*

It can be argued that learning styles can be defined by students' different abilities for acquiring and processing information. They depend on which senses are used more in the learning process by an individual. For example, a student that learns better with pictures, colors and shapes is a visual learner while a student that learns better with music and sounds is an auditory learner.

Henriques & Felder (1995) define learning styles as "the ways an individual characteristically acquires, retains and retrieves information" (p.21).

Learning styles are concerned with how students learn a foreign or second language. Students can learn in many ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, or memorizing and visualizing.

Learning styles can be classified in these ways. Sensory students learn through sounds and physical sensations, while intuitive students use more memorization and ideas; visual students learn better with pictures, diagrams, charts, films and demonstrations; verbal students prefer spoken and written explanations; reflective students learn well in situations that allow them to think about the information being presented; active students engage more in situations that enable them to do something physical; sequential students work in a logical progression of small incremental steps; inductive students understand new material by linking it to previous knowledge; deductive students use axioms, principles, or rules to deduce consequences, and to formulate applications; global learners require a holistic combination of all these styles.

Cabrera & Fariñas (2005) analyze learning styles as the total integration of students' skills, taking into consideration the aptitude and personality of each student. For Cabrera & Fariñas (2005), students who perceive information in a theoretical way are considered convergent and those who learn actively from concrete experience are divergent.

Henriques & Felder (1995) and Cabrera & Fariñas (2005) are in agreement that students' learning styles are determined by the perception and processing of knowledge. However, Cabrera & Fariñas (2005) go beyond the eminently cognitivist vision of students' skills and propose that students should work in a holistic way, even using learning styles which are more difficult for them.

The concept of the learning styles of these writers strengthens this research

theme, since it will allow deducing whether the support materials used in the classes observed were designed and chosen considering the learning styles of the students.

### *Teaching techniques*

Regarding to implement this holistic learning environment, teachers must plan classes considering the use of certain techniques. Rodriguez (2004) says that “It is evident that children learn naturally and through play, listening, practicing and participating as much as possible a foreign language”. In this respect, teaching techniques are fundamental and they must be attractive and motivating for engaging the young children’s attention in class.

According to a research done in the field of nursery school at the “Colegios Rurales Agrupados Del Baixo Miño” in the South of Galicia, Rodriguez (2004) concludes that the resources that most used by teachers in these schools are: miming and gestures which is used in all levels together, tales, rhymes and songs. Miming motivates young children and it is very familiar to them because their parents communicate most of their messages through gestures. With this technique young children interrelate and learn the meaning of unknown words and expressions. In this stage of a young child’s life, visual support is very important because it is easier for them to deduce meaning through pictures.

In Rodriguez (2004), pictograms are simple drawings that help students to know the meaning of words. Repetition is used frequently in all levels; it is the basis for memorization. Songs are the most commonly used form of repetition. Learning techniques require that teachers make an effort to be understood. Teachers need to develop certain expressive skills. They may come naturally or they can be learned by teachers.

On the other hand, Fleta (2006) suggests practical ideas for using learning techniques in English language classes for early elementary school children. These ideas cover all students in this age group, their different ways of learning and multiple intelligences. They also promote the development of a comfortable environment that encourages children to communicate and to use class time well.

Routines and transitions are time periods that facilitate the interaction between a teacher and children in an English class. Both routines and transitions entail visual and auditory activities that include flashcards, posters, songs, poems, rhymes and gestures that children must recognize and remember in English. Formulas or grammatical structures that are repeated constantly, allow children to strengthen their understanding of grammar usage without explanations that are too complicated for their age.

Rodriguez (2004) and Fleta (2006) both focus on the learning of English as a second or foreign language in terms of comprehension and oral expression. According to Rodriguez (2004) these are the starting points for teaching English language. Fleta (2006) adds implicit inclusion of simple grammar structures which make classes easier for students and teachers alike.

The teaching techniques described above, learning contexts are based on students' multiple intelligences as the main tool for achieving a more communicative language.

In the "Centro Virtual Cervantes Diccionario de terminus", context is analyzed as one of the variables that affect the second language acquisition. Learning context is influenced by environment and social factors. Usually there are two kinds of contexts. Natural context, takes place through the natural use of language in interaction with native speakers and natural processes of interaction and implicit

learning of grammar. Institutional context, takes place where the spontaneous communication gives an explicit attention to process the form.

Rodríguez (2009) defines learning environments like a space for organization of learning and teaching process. *Learning styles* should be flexible and provide opportunities for that student can control the learning time. Both Centro Virtual Cervantes as Rodríguez (2009) defines learning environments like a physical space where students and teachers play a role important.

### *Supplementary Materials*

Supplementary materials should be chosen and designed according to the needs of students and their level of understanding. Also, it is very important to know and apply correct techniques in acquisition of the English language as suggested by the authors Rodriguez (2004) and Fleta (2006).

Supplementary materials always carry a communicative element. They should be appropriately designed according to circumstances and audience. When these objectives are fulfilled it is a great support for the processes of teaching and learning. In the following paragraphs the definition, importance, role and materials like visual, audio, audiovisual, realia and online will be analyzed.

St. James, R. (2002) refers to supporting materials as information that a speaker offers a listener, in order to justify ideas and grab better attention. For this reason, the supporting materials are very useful in oral presentations, as long as they are relevant to the theme of the presentation, varied to avoid boredom, and used in appropriate quantities. In using supporting materials it is also important to take into account the demands of the public and occasion.

Cancelas, L and Ouviañas, L. (1999) demonstrate that realia is not a synonym of authentic material. *Realia* can include: dolls, bags, fruit, clothes, coins,



and plastic objects of varying colors and appearances that are used in foreign language teaching to clarify concepts and create life-like learning contexts. On the other hand, authentic materials are designed for native speakers in their native country but they can be used as classroom resources in other countries. It is important to distinguish between these two terms.

Aguilar & Ortiz (2009), demonstrate that foreign language teaching cannot focus only on the accumulation of knowledge. Currently foreign language teaching must consider new realities, new students and new educational contexts. These require materials and didactic resources that promote communication. It is known that *audiovisual* materials provide multiple activities like expansion and strengthening of vocabulary, oral and written communication, auditory comprehension, the culture of the language that is being taught, and group games. These activities awaken student interest, and focus their motivation on the objective proposed by the teacher.

Villanueva & Zarco (2009) point out the use new technologies into the modern society especially in the field of education. The authors consider that digital environment require a specific methodology which includes changes teachers, virtual contexts and objective scholars. Therefore, this virtual didactic (multimedia) requires that teachers leave certain old-pedagogical practices and go their students in using current technology.

These studies are the key point of our research and it will help us to focus and define each material and determine the frequency, pertinence and quality of its use in the observed classes.

There are many studies on supplementary materials from different points of view which will be analyzed in the following paragraphs. Martinez, Mayoral &

Sanchez (2009) refer to learning as the combination of materials and multiple intelligences. The experimental group was the first grade of primary school, aged 6 to 7 years.

The research was conducted in six sessions which were used the previously selected material, considering age. The results observed were recorded on data collection instruments designed by the researchers and validated by specialist teachers. The instruments used were field notes, observations, interviews and questionnaires, besides a photographic record of the sessions and the most significant of the process of instruction.

The obtained results were that the use of didactic material based on multiple intelligences was effective and facilitated learning in children because students showed a good degree of interest in second language learning and new level of engagement and motivation with language class. The children remember more vocabulary and songs. As well as body movements facilitated the action of learning and grammatical structures. The authors conclude that teachers have certain problems or worries on performance the use of technologies; they should take immediate remedial action and alternatives and improve their knowledge. The most relevant recommendation is use attractive materials, based on the multiples intelligences.

Some limitations were faced: duration had been planned a course of 10 sessions then it was cut to six due to setbacks in the school calendar. Another limitation, also related to time. It was the fact that schools have a calendar of special events that cause the suspension of classes and thus hinder the development of activities planned.

The analysis of the variety of teaching resources based on multiple intelligences theory is highly relevant and enables to teachers improve teaching-learning process, especially when they work with children. It is a valuable contribution because it has real strategies that strengthen this topic.

Advances of the modern world and changes in educational system allow to students and teachers use a variety of resources that help them to improve learning and teaching English as a foreigner language. Some analysis of previous studies will serve like support to this topic.

Gonzalez (2006) writes about teacher preparation's training in the use of supplementary materials and the way as they performance of these materials in practice.

Participants were student teachers from the undergraduate program, practicum supervisors and EFL teachers. As an attempt to help future teachers become better qualified for teaching. The planning of the undergraduate programs gave a very special role to training teacher in the use of didactic materials.

Since 1996, materials are included like a component of the curriculum, the courses were taught twice a week using computers at least once. The main objective of the course was to train student teachers in the use of computers, so it was a growing need for EFL teachers. In the program for both semesters in 1999 were introduce some changes. The first, based on students' needs, the same themes were given. Second, having an assessment component and a material component and third the use of the Internet, email and multimedia software. Most of them did not have a computer at home; but the use in class was one of their main motivations.

The data analyzed reported that student teachers knew enough about the use of materials; however, once they become teachers in real classroom, they report

it as one of their main professional needs. For example lack materials and limited amount.

As conclusions, the authors emphasize that EFL Teachers look materials like a very important component in effective teaching. Students and teachers tend to associate effective teaching with availability of different kinds of materials, mainly technical. Student and teachers require longer and deeper training in the use of technical and non-technical materials. They should know different possibilities on technologies to make adequate choice in their settings classroom.

Some limitations were found. One was the access to the programs regarding materials in Colombian universities was quite limited. On the other hand, the analysis of the course content dealing with materials at the Universidad de Antioquia from the point of view of a teacher educator was restricted to the retrospective analysis of the author.

Fleta (2007) indicates through this research how the adequate conditions of input and time engaged to children in second language acquisition. Also the writer considers that teacher's and learner's speech is very important because provides information about the manner in which young children process English language.

Also, the writer says that some previous studies suggest that childhood is a biological optimal moment for non-native language learning. The actual objective is to orient the nature way how children learn more rapidly second language when they are exposed since a young age and mechanisms used by teachers for helping young learners to process English language and content during classroom conversational interactions.

In order to develop effective methodologies for the early years, the writer has considered factors that influence young learners inside and outside the

classroom, such as the language learning context, the learners' age, the time of exposure, and the learner's needs during the early years education.

As result of this work, the activities presented to the children were math, crafts, singing, language and literacy, listening to and writing stories and playing in the classrooms. All of them supported the understanding and the use of English and promoted the language in a variety of ways like listening, imitating, singing, speaking, choral speaking, telling, retelling, reading and writing. The author suggests that the present findings may contribute to design effective pedagogies by promoting the use of English in class.

In order to help all children make the best possible progress, teachers should call attention to the role of conversation in acquisitions of English as a second language in early age at school.

Linguistic models analyzed in this study will facilitate the use of English language through interaction. Also, these conclusions will allow us to understand the use of the materials in the observed classes.

Chuang, Jonas, Shu-Mei, & Tsain. (2010) says that the supplementary materials could be adopted to enhance college EFL learners' listening and speaking strategy use (p. 25). To determine this, four classes of sophomore college students were separated into two groups.

One group used only textbooks, while the other group used textbooks and supplementary materials such as vocabulary lists, children's books, and computer learning software. The first group learned less than the second group because the supplementary materials allowed them to use diverse strategies to grasp new knowledge.

Even though this study refers to college-level education, it demonstrates that the use of supplementary material in any class improves the final results. The only limitation was the difficult access to the posttest.

Kelsen (2009) considers that YouTube like supplementary material in EFL students must improve the motivation and achieve that genuine material in or out of language classroom help them to communicate in daily life.

The principal objective of this study is to analyze students' attitudes towards using YouTube in English as a foreign language. The students were chosen of chemistry majors from the Department of Chemical Engineering and Materials Science, spoke Mandarin as their first language, and ranged from 19 to 21 years of age. On the first day the instructor gave the students a simple questionnaire regarding their gender, access to computers and experiences using YouTube prior to this course.

Throughout the semester, material from the YouTube website was used to supplement the textbook. All YouTube video clips were shown during regular class time using an in-class computer. The students also engaged in a number of activities, including cloze worksheets, split viewing, watch and tell the story, and viewing to answer specific questions and spark discussions.

Additionally, background and cultural information were provided where necessary to foster student comprehension. Before and after viewing, students were made aware of all web addresses through them being posted on the class portal and encouraged to preview/review the clips at home.

Finally, on the last day of class, the students were given a questionnaire. The author found that considerably fewer students revisited the websites. Another

argument was that Taiwanese students are less intrinsically motivated and thus they need a rewards or punishments to perform tasks.

The author found some limitations like questionnaires were only written in English. The self-reported nature may have led to students overstating their answers. Another shortcoming is the relatively small sample size, especially in terms of the female students. Finally, Kelsen (2009) says the fact that all of the participants came from the same department means that the results cannot be extrapolated to the general student population.

This study made use of questionnaires, self-report and the sample population was small. Mistakes, limitations and successes will allow improving the present research which will apply these parameters.

Summarizing, the use of supplementary materials has been analyzed from different perspectives and in light of various theories. The teachers and all actors in the educational world should consider the support material in English classes as foreign language as a good tool to encourage students for developing the four skills in early age.

## Results

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

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

Author: Guadamud Rosales Glynis

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



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

Variable	Indicators	1stclass		2ndclass		3rdclass		4thclass		5thclass		6thclass		7thclass		8thclass		9thclass		10thclass	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flashcards												√	√	√	√					
	Power point presentation																				
	Maps					√	√														
	Pictures	√	√									√	√			√	√				
	Charts																				
	Handouts																				
	Posters			√	√																
	Word cards							√	√												
	white/black board			x	x	√	√	√	√	x	x			√	√			√	√	x	x
Audio	Songs	√	√																		
	Dialogues	√	√																		
	Stories							√	√												
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentarie																				
Realia	Objects(toys, plants, fruits)			x	x																
Online	Websites																				

Author: Guadamud Rosales Glynis

Source: 4th (8 years old approx.) grade.

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

Variable	Indicators	1stclass		2ndclass		3rdclass		4thclass		5thclass		6thclass		7thclass		8thclass		9thclass		10thclass	
		Pert.	Approp.	Pert.	Aprop.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flashcards	√	√																		
	power point presentation																				
	Maps			x	x																
	Pictures																	√	√		
	Charts																				
	handouts																				
	Posters							√	√												
	word cards																				
	white/blackboard	√	√			√	x					√	√	x	x	√	√			√	√
Audio	Songs																				
	dialogues							√	√												
	Stories									√	√								√	√	
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentar																				
Realia	objects(toys, plants, fruits)																				
Online	Websites																				

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

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

Variable	Indicators	1stclass		2ndclass		3rdclass		4thclass		5thclass		6thclass		7thclass		8thclass		9thclass		10thclass	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flashcards																				
	power point presentation																				
	Maps																				
	Pictures	√	√	√	√											√	√				
	Charts																				
	handouts											√	√					√	√	x	√
	Posters																				
	word cards																				
	white/blackboard							√	√	√	x										
	Audio	Songs							√	√					√	√					
dialogues																					
Stories						√	√														
Tales																					
Audiovisual	Videos																				
	Movies																				
	Documentar																				
Realia	objects(toys , plants, fruits)																		√	√	
Online	websites																				

Author: Guadamud Rosales Glynis

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

Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4th grade (8 years old approx.)		5th grade (9 years old approx.)		6th grade (10 years old approx.)		Total	
		f	%	f	%	f	%	f	%
Visual	flash cards	2	9.52	1	7.69	0	0	3	6.52
	power point	0	0	0	0	0	0	0	0
	Maps	1	4.76	1	7.69	0	0	2	4.35
	Pictures	3	14.29	1	7.69	3	25	7	15.22
	Charts	0	0	0	0	0	0	0	0
	Handouts	0	0	0	0	3	25	3	6.52
	Posters	2	9.52	1	7.69	0	0	3	6.52
	word cards	1	4.76	0	0	0	0	1	2.17
	white/black	7	33.33	6	46.15	2	16.67	15	32.61
		0	0	0	0	0	0	0	0
Audio	Songs	1	4.76	0	0	2	16.67	3	6.52
	Dialogues	2	9.52	1	7.69	0	0	3	6.52
	Stories	1	4.76	2	15.38	1	8.33	4	8.68
	Tales	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0
Audiovisual	Videos	0	0	0	0	0	0	0	0
	Movies	0	0	0	0	0	0	0	0
	Documentaries	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0
Realia	objects (toys,	1	4.76	0	0	1	8.33	2	4.35
Online	Websites	0	0	0	0	0	0	0	0
TOTAL		21	100%	13	10	12	100%	46	100%

Author: Guadamud Rosales Glynis

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

## Description, Analysis and Interpretation of Results

### *Qualitative Analysis*

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

#### *Pictures*

Pictures were used for introducing a new topic *the amusement park* in the first class. The new vocabulary was familiar to the students. The objective of the lesson was to name popular amusement park attractions like *carousel, ferries wheel, haunted house and monkey bars*. The students had the opportunity of reading, reviewing and repeating them.

The material was pertinent because pictures showed the students beautiful and fun places with interesting things that caught their attention. Through the pictures, the children enjoyed the learning process.

The material was also appropriate for the students' level and understanding because it helped them to match images with the new words quickly. Also, the students associated the new words with ease, enabling them to captivate their meanings and enjoy the learning process. The students' interest improved and then they spoke in English for the rest of the class.

The quality of the supporting material was excellent. It was designed with varied colors and shapes. Students liked this visual material and caught their attention.

Pictures were also used in the fifth class. The theme of the class was *school rules* and the objective of the lesson was to learn vocabulary about the *different places in a school*. First, the teacher and students went to visit the different places of their school. After that, they returned to the classroom. Then the teacher pasted on the board a picture. This beautiful colorful picture contained various places in a

modern school. The students immediately identified many of the places that had already visited.

This visual material was pertinent because it confirmed that the content of the picture was adequate since the students interacted with the teacher by reciting the words from the exercise, also the teacher corrected pronunciation and confirmed their understanding of the lesson.

The picture was appropriate to the students' level and understanding because it stimulated children to use the new vocabulary, especially since these words are part of their school world.

Considering the students' needs and preferences, the picture was new and big. It had some words which named places of the school. This material was designed considering the learning styles of the students, since they prefer to learn by seeing.

In the eighth lesson, a picture was placed on the board. The title was *the persons' feelings* through their facial expressions. The objective of the lesson was to guess facial expressions. It was very useful for the next step of the class which was an exercise where the students had to choose the correct type of expression in their textbooks.

This material was pertinent because the students had the chance to discover new vocabulary such as scared, *angry, embarrassed, confused and worried*; then the students could mime each vocabulary word, using facial expressions and gestures. Also some pictures contained some facial and corporal expressions of people which motivated the students to talk about their feelings and body language associated with this vocabulary

This material was appropriate to the students' age and understanding level

because the vocabulary exercise that was written on the board introduced and prepared them for the lesson's objective. The use of beautiful colorful visual aids helped the teacher to introduce themes during the class. The students had the opportunity to familiarize themselves with the new images which helped strengthen their memory adding to the learning process. This type of supplementary material is an important tool not only for the teacher but for the student too, because it provides a better learning environment which helps accomplish the objective.

The picture was made with a glossy, new material with different colors and funny faces. The students were able to clearly see the image because of its large size, which needed to be held up by two students. This supplementary material was well designed because the pictures were printed in bright, shiny colors which captivated the students' imagination.

#### *Learning styles*

Pictures were an effective and dynamic way to help the students enhance their visual learning style and also enhance their ability to communicate. Henriques & Felder (1995) define learning styles as "the ways an individual characteristically acquires, retains and retrieves information" (p.21). According to the before mentioned author, the use of supplementary materials, in this case picture, was successful because these students prefer visual aids.

#### *Songs*

A CD was used to introduce a song about the pronunciation of the new vocabulary on *amusement park attractions*. The objective of the lesson was to have the students pay particular attention to words with challenging pronunciation like *haunted house and roller coaster*.

The song was pertinent because it motivated the students to practice the new words through the song. Its lyric and rhythm motivated students to make the new vocabulary more relevant by providing a context that was familiar to them considering their own experiences outside classroom.

The song helped to reinforce memory skills. The use of songs on a CD has proven to be an excellent supplementary material because of its powerful and exciting form of teaching students the English language. The students' response (acceptance) to the songs was extraordinary. In each lesson the use of the song was well designed, effective and resourceful.

The songs on the cd was exceptional because they were designed for the exact level of the students' needs and also it provided the necessary motivation for the students to thoroughly enjoyed the learning process and reach their objective.

#### *Dialogues*

In the first lesson, the dialogue was used as another supporting material for working in the theme *amusement park*. The dialogue was played three times. The objective of the lesson was to recognize the content of the dialogue and describe what the actions were.

The English conversation on amusement park was pertinent because it stimulated the participation in class of the students. They listened to the sounds from haunted house, roller coaster and other funny places. Interaction and communication were the main emphasis in the development of this activity.

This dialogue was appropriate because it was planned considering the fourth grade students' age and their English level. It was short, clear and nice for them. Because of this activity, students clearly improved their listening skills, although some said that they would prefer audiovisual material instead of dialogues.



The quality of the audio was very good. The dialogue was well designed and clearly understandable which encouraged the students to engage with the topic and complete the information into the student's book.

A second dialogue was introduced into class in the eighth lesson. The main topic was *home life*. The objective of the lesson was to have the students listening to how people expressed their feelings and repeat these feelings in an oral exercise. The students listened to the CD twice. This dialogue was pertinent regarding the topic; because the narrators spoke fluent English emphasizing the words that showed *the people's feelings*.

The material was appropriate to the students' age and academic level because the speakers used a soft voice and spoke slowly, so the students were encouraged to internalize the new words without any problem. Students developed the listening and speaking skills with this activity. Also, they exchanged opinions, preferences, and talked about their feelings facing certain events.

The CD and CD player were new. One additional speaker was quickly installed to improve the audio. The students' interest was activated by a clear sound and a well pronounced-slow speaking.

### *Posters*

In the second lesson, a poster was put on the wall in front of the class. The children could clearly see the poster from their desks. The drawings showed the title of the lesson class which was "*people drinking and eating in the restaurant*". The teacher selected the poster based on specific objectives of the topic. The objective was to talk about common table items such as *bowls, forks, glasses, knives, plates and spoons* found in restaurants, and to learn about the correct measurements for liquid and solid foods.

This material was pertinent because the use of the drawings help to facilitate the introduction of the theme about people drinking and eating in the restaurant. They were interested in discovering new words and expressions. Many activities could be performed by the students easily such as written exercises, working in pairs and describing the drawing.

The poster was used in all phases of the lesson as introduction, development, and evaluation. Also, it was appropriate to the age and level of the children because its drawings were cartoon which motivated the children. It was also observed that the students were eagerly engaged with the learning process because it related to their experiences on the topic of dinning at restaurants. Also, they comprehended what the teacher was conveying through thorough class participation.

The poster was used to describe things. At this moment, the students also had the chance to practice listening and speaking skills. When the students worked in pairs, the poster was turned over and they had to write sentences from memory using the items for the measuring liquid and solid foods from the poster. They worked without problems in this activity.

### *Learning styles*

The quality of this material was good. The poster design was new, easy to see because of its large size and colors. Its shape allowed students to look at it from any place of the classroom. This supplementary material awoke their need to practice the new vocabulary. St. James, R. (2002) refers to supporting materials as information that a speaker offers a listener, in order to justify ideas and grab better attention. For this reason, these kind of supporting materials are very useful in oral presentations, as long as they are relevant to the theme of the presentation, varied to avoid boredom, and used in appropriate quantities.

Poster was exposed in the initial part of the class in the ninth lesson too. The topic of the lesson was *Sport Day* and the objective was to name and talk about sports such as *beach volleyball, badminton, hang gliding, weightlifting, tennis and others*. The students also had to pay particular attention to words with challenging pronunciation. The poster showed the topic through some old sports and current sports. This confused the students because they could not recognize the older sports. They easily recognized modern sports but the old ones were unknown for them. This material was not pertinent because the teacher didn't take into account the students' knowledge of modern and ancient sports. For this reason, this material did not get the students' attention and the goal of the lesson was not achieved.

The poster was not appropriate to the students' level and understanding, because its drawings did not show the topic clearly. It had too many athletes.

On respect to quality, it was poor. Also, the poster was made in black and white. It was impossible to distinguish the athletes. Also, it was too small for all the students to see it. It would have been necessary that the teacher would take into consideration the students' needs and preferences in designing these types of supplementary materials in order to achieve the required results.

#### *Whiteboard*

The whiteboard was the most used material in fourth and fifth grades. In the second class in fourth grade, the whiteboard was used as complement to strengthen the writing skill and the comprehension on the topic *at the restaurant*. The objective was to introduce words as *bowl, fork, glass, pepper, and plate*.

This material was not pertinent nor appropriate because the students could not see the letters that were written because of the poor quality of the marker and the whiteboard itself. Also, the teacher wrote too many words on the board. As a

consequence, the students could not choose the correct word for completing a long grammar structure. The students were uninterested and bored throughout this class. According to Martinez (2003) the main factor involved in foreign language learning is active verbal participation. It needs to take place in a comfortable environment where communication skills can be developed gradually through interactions between students. It is also important for teachers to change activities often in order to stimulate the students and avoid boredom.

In the third class, the topic of the lesson was *the biggest restaurant in the world* and the main objective was the use of *how many, there are, there is and long numbers*.

This material was pertinent because the teacher worked on the whiteboard in a creative way using drawings and two colored markers. Also, the whiteboard was a good supporting material for activating the participation of the students in class because they could rapidly erase or change something that was wrong.

The white board was appropriate to the students' level and age because the drawings had an implicit message and the two different colored markers were keys for differentiating between singular and plural. It allowed to the students developing English language through the reading and writing skills.

The whiteboard was big and in good conditions. It was divided in two parts, one for drawings and numbers, and the other one for lyrics. Its size was very important to work in this way.

Whiteboard was again used in the fourth lesson to draw simple sketches and write words in a random order. The theme was *haunted house* and the main objective was to review previous vocabulary and reinforce them.

This material was pertinent because the unscramble activity stimulated the student's perception on how to write the words correctly. Another activity was guessing vocabulary by miming. First, one student showed the word through the mimics and another student wrote on the board. These words and drawings on the whiteboard were considered as an opportunity for competing healthily. The mimics made the class interesting, and helped the students to achieve the required knowledge that was needed to complete the lesson's objective.

Also, the whiteboard was appropriate to the students' English level and their age because they developed their interpersonal intelligence through conversation and mimics.

The whiteboard was an excellent supporting material in this class because of its size and location was adequate for the student's needs. On the contrary, the liquid marker was old and was not clearly distinguishable for the students at the back of the classroom. This made it difficult for them to complete the reading and writing exercises.

In the fifth lesson, the whiteboard was the only supporting material for introducing the new topic about *comparative adjectives*. The main objective of the lesson was to make comparisons with short adjective like *...is bigger, faster, longer, scarier, stronger than a*.

This whiteboard was not pertinent to the topic because it introduced long grammatical formulas which were also found in their textbooks. The students were surprised because they had to copy the formulas into their notebooks.

This material was not appropriate to the students' age and their academic level because only scatter words patterns were written on the board without any indication on how to complete the task. Usually drawings and scatter word patterns

are used with this exercise helping to explain the lesson's objective. Also, the teacher did not take into consideration the students' likes and preferences. One of the students' preferences was learning through drawings and words structures which were hardly ever included in the teacher's plans.

The quality of the whiteboard was very good because it was a new and very large whiteboard. On the other hand the teacher's lesson, which was written on the board, was not clear enough for the student to see, and it made the topic harder and less interesting. The letters were written on the board using only one black marker. This activity did not grasp the students' attention. On the contrary they started to talk during the rest of the class; sadly, very often the whiteboard is used by teachers in the same way.

In the seventh lesson, the supporting material used in the English class was again the whiteboard. The theme of the lesson was *can't and have to* auxiliaries. The objective of the lesson was to express school rules using *can't and have to* by recognizing classroom rules and school rules.

This material was pertinent because it showed drawings with words. The drawings were scatter around the board. The student had to indicate correct ways of behaving in the school. The students put emphasis on the place and the action. It was vital for choosing the correct auxiliary.

The whiteboard was appropriate to the students' age and level of understanding, because the mixture of drawings and words focused better the students' attention on the theme that is why the learning process became easy. The students were motivated into speaking, listening, reading and writing during the whole class. Also, it was funny for them, because some of them knew very well the

school rules, but in their answer said the opposite of each rule and others corrected them.

The big size of the white board helped the teacher make lots of drawings, so the students could see the entire process of the lesson. Different colored markers and the good handwriting helped the students to have a better learning process.

Once again the whiteboard was the main supplementary material used for the ninth lesson. *Sports day* was the topic of this class, and its objective was to learn about contemporary and original Olympic sports.

The whiteboard was pertinently used in this lesson because students had previous knowledge of the topic which was set up for their age. It let students correct mistakes, practice grammar, and learn new words. Its use was short but very important, so that the students could clear up any doubts they had about the theme.

The whiteboard was an appropriate material for the children of this grade because it allowed looking actions and situations related to the theme and also related to their age and level of understanding.

The quality of the whiteboard was similar to the previous class. The multi-colored liquid markers had helped to attract the students' attention on the topic. The words were written using many of the different colored markers which facilitated the student's ability to understand the theme better.

The topic used in the tenth class was *sports week* and the objective of the class was to correctly spell adjectives and adverbs and to place them into the correct columns. Whiteboard was the only material in the tenth class.

This material was not pertinent to the topic of the class. The students were confused because of the introduction of new and unpracticed vocabulary which was not related to the topic. When the children were invited to the board, they were not

motivated to do the assignment. Also, they had problems placing the words in the correct columns on the board.

The use of the whiteboard in this class was not appropriate for the children of fourth grade because the teacher did not write the letters clearly. This caused confusion among the learners.

The quality of the whiteboard was in perfect conditions and markers too. However, this was only part of the process for the students in EFL classes to achieve the desired learning objective. Most students in the fourth grade prefer pictures, posters and puzzle games. The material should be designed according to these learning styles.

#### *Realia*

Realia was the least-used material in the fourth grade classes. The topic of the class was *liquids* and the objective was to learn about measurements for liquids in a big restaurant.

This realia was not pertinent to the topic because there was only one measuring jug and it did not have any liquid. This did not facilitate the stimulation of an active teaching-learning environment.

The material was put in front of the classroom, so that children could see how it was used. This activity was not appropriate because the students did not understand the purpose of the object and its relation to the lesson plan. They felt discouraged and the class objective was not achieved.

The quality of this material was normal but it was not according to the needs of the lesson plan. It was found that the teacher improvised the use of this material that was why it did help her to achieve the lesson's objective.



### *Maps*

A map was used in the third class. It was placed in the middle of the whiteboard for all the students to observe. The lesson's objective was to give priority to the communicative process. The map allowed the students to focus their attention on the topic of the class *the biggest restaurant in the world*.

The map was pertinent to the topic because the students began to recognize different places in the world. Also, they gave specific information from those places. The students' curiosity was evident; since it was the first time they had seen their teacher use it in the class; in fact, the use of the map helped the teacher to achieve the objective of the class. Also, it was noticed that the environment of the class was really good, since students were encouraged to answer and ask questions about the world in which they live.

This material was appropriate to the students' age and level of understanding because it awoke their interests on the use of maps. The students' enthusiasm was reflected during all the activities developed in class. Students practiced conversation about the theme without any difficulty.

The quality of this material was excellent. It was very colorful, also it was large enough for all the students to see and it had many images that allowed students to easily recognize certain places.

### *Flash cards*

In the seventh lesson, the teacher showed to the children some flash cards. The topic was to express *school rules*. The flash cards showed the objective of the lesson, which was the use of *can't and have to* through drawings and words.

The flash cards were pertinent because the student could see people doing correct things and others doing inappropriate things in the school. A red mark on

some flash cards indicated the auxiliary *can't* equal a prohibition. Other flash cards indicated an obligation according to the rules of the school. For example, the students *have to* play attention in class. The children understood the message quickly. Through the use of flash cards the teacher could achieve the objective of the class because the students enhanced the grammar, and the learning process.

Also, this material was made according to the students' age and their preferences, because they liked guessing the meaning of the drawings looking at the flash cards. They worked with confidence when they had to use the new content on the board and in their textbooks.

The flash cards were small, but this was not a problem for the students who really enjoy using them. This material was designed with drawings about school places and the red multi- optional marks were great so that the students recognized and easily chose the correct option immediately.

Flash cards were also used in the eighth lesson. The flash cards had many colorful drawings that illustrated the topic *people's feelings* and the objective was the use of the new words as *confused, angry, embarrassed, and hungry*.

The flash cards were pertinent because each one showed the new vocabulary. On one side it had the word in Spanish; here the students said the meaning in English. On the other side it showed the word in English then the students said the meaning in Spanish. Also, the students were invited to read the word and make a sentence in the English language.

All the flash cards and the activities were according the students' level and knowledge. The flash cards did not have drawings; but this was not a problem because students could express their feelings freely.

Each flash card was made with different colors and normal size. The words were written in big letters and in high definition colors. Students liked the flash cards design and it helped to keep the students attention. With the use of the flash cards, students could improve all language skills.

### *Stories*

The story was introduced at the end of the fourth lesson. This story was well designed and it was appropriate for the class. The topic was *haunted house's features* and the main objective was to practice reading comprehension.

This material was appropriate because the content was easy for the students to understand; so the children followed the story on their books and completed all the information on the main topic without difficulty.

The story was pertinent because the routine and the usage of the materials used motivated the children to speak in the English language and reinforce previous words with enthusiasm and precision.

The story was perfect because it was not too long or too short. Each word was clearly spoken and the quality of the sound of the CD was excellent. The variety of supporting material used helped the children to learn the English language easily. Also, this supporting material provided appropriate contexts for clear understanding and meaningful communication when it is used considering the students' learning styles.

### *Word cards*

Word cards were mainly used with reading lessons. The use of scissors, paste, colors and drawings was a way of getting the attention of the whole class on the topic *haunted house*. The main objective was to reinforce previous vocabulary on amusement park and other themes by making the vocabulary word cards.

This material was appropriate to the student's age and level because students could do the word cards easily. At the beginning of the class, each student prepared two word cards, writing the meaning of the words and a sentence on it. The word cards elaboration helped students to socialize the words. Also, this activity motivated the students to go in front of the class and reinforce the new words. Students elicited enthusiastic answers and made positive comments about other works.

The word cards were small enough to be used anywhere also they were practical and abundant. The students learned easily through the word cards. Also, it allowed the teacher to be creative while using them and the student could master the cards through their own learning style.

#### *Learning styles*

It was found that most of the children in fourth grade are visual, auditory and kinesthetic students. It was important to present the lessons with posters, pictures, dialogues, and movements. The majority of these materials were used with creativity and variety considering the children's age and level of knowledge. As a result, they acquired the new language with a greater ease. The use of different learning styles such as auditory, group, visual, impulsive, reflective and kinesthetic proved to be an effective and precise way to achieve the objective of the new language.

According to Henriques & Felder (1995) learning styles are defined as "the ways an individual characteristically acquires, retains and retrieves information". Learning styles are concerned with how students learn a foreign or second language. Students can learn in many ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, or memorizing and visualizing. These

learning styles should also be taken into consideration by the teacher in the EFL classroom.

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

The following supplementary materials were used in fifth grade. Each one of them will be also described taking into account their pertinence in relation to the content, appropriateness in relation to the students' level and understanding, the design and elaboration of each material and the students' learning styles.

*Whiteboard*

Whiteboard is the most used material in fifth grade. In the first lesson, the topic was *a tour of ten countries* and its objective was to describe and explain future plans using *going to*.

This material was pertinent because it was a quick solution for introducing the new topic. The teacher used the whiteboard for writing the names of some countries; also the students could suggest some others. The teacher made drawings next to the word for motivating students to take part in the theme and to stimulate the communication between them.

This material was appropriate because it mixed lyrics and drawings for making sentences and explained the structure of *to be /going to*. The drawings and the grammatical structure gave to students the chance to clear up any doubt.

The quality of the whiteboard was good and the markers too. This activity allowed the students to write and explain their future plans. The students got into the habit of admiring their classmates' plans and work in a positive and supportive atmosphere in the class. In addition, students had to go back to the whiteboard and correct their classmate's mistakes. Then the teacher had the whole group practicing asking and answering questions.

The whiteboard was the only material used in the third lesson. The topic was about the “*Canada*” country and the objective of the lesson was to identify what people could see and do in Canada, and to use adjectives.

This material was appropriate because it showed a global vision of the topic. Also, the summary presented on it allowed the students to grasp the content quickly. Furthermore, it was divided in two parts: *in the top part*, a general view of the topic; and *in the bottom part* the grammar. But, its use could have been better if the students could have been invited to write, read, complete or correct on it. Also, it is important to mention that the whiteboard was the only resource that the teacher used; therefore, the students were limited to observe the information written on it.

The whiteboard was again an effective and resourceful supplementary material. It also facilitated the students’ ability to process information which was needed to achieve the lesson’s objective. While presenting the writing information, colored markers were used to help identify new words. These new words were written in red, and the old knew words were written in blue. So, it can be said that the quality of this material was good.

In the class number six, the topic of the lesson was to review *the regular and irregular simple past*; its objective was to memorize the past forms of the regular and irregular verbs. To achieve the objective of the lesson, the teacher used the whiteboard for labeling four columns; the two first columns included regular verbs and their past tense and the next two columns contained the irregular verbs with the corresponding past tense.

The whiteboard was pertinent because the teacher drew people doing things that showed the action of the verb. As a part of the evaluation the teacher asked the students to write the deleted verbs in past. So, the students went to the

board and worked individually writing the past forms. The drawings were very important for remembering some difficult verbs.

The white board was an appropriate material for the students' age and English level, because it allowed them to practice some learning styles as visual, audio and audiovisual in this activity.

As always, the whiteboard was an effective and resourceful supplementary material. The quality of the markers was in good condition. Also, the whiteboard was divided in four big parts. In this way, the whole class could look at all the content.

The whiteboard was also used in the seventh lesson. The topic was "*Was King Arthur a real person?*" The review of the simple past using irregular verbs and its negative form were the main objectives of the lesson.

This material was not pertinent to the content because the students did not have the general knowledge of the irregular verb form. The students had a difficult time completing the lesson's objective. It was necessary for the teacher to take into consideration the student's lack of knowledge of irregular verbs.

This material was not appropriate because while the teacher explained the grammar by using the white board, the students felt bored. The teacher did not take into account the students' lack of knowledge of the grammar topic. The teacher lectured the students and did not have them participate in exercises using the whiteboard. They just wanted to finish the task, although they did not understand it.

The white board was very old and had many unreadable marks on it. This meant that the students' attention was not focus on the lesson itself, but on how to understand what was written on it.

The whiteboard is a basic and fundamental tool when a new vocabulary is introduced. In the eighth lesson the main topic was “*thieves*”. The student had to name objects in the house and to learn how to fingerprint. These were the objectives of the lesson.

In this class, the word fingerprint was put on the middle of the board with other words written around it randomly. Students had to go back to the whiteboard and correct their classmate’s mistakes. The teacher led the whole group to practice writing using the words correctly.

The information written in the whiteboard coincided with the required level that was needed for the student to achieve the lesson’s objective. It also enabled the students’ learning process. The whiteboard is an indispensable benefit in the contemporary classroom.

In the tenth lesson, the title *Tyrannosaurus Rex* was written on the board. The objective of this lesson was to learn about numbers and measurements on dinosaurs. The teacher introduced new words (kilos, meters and centimeters) and also reinforced prior vocabulary on this topic.

The objective of this lesson was to learn about numbers, measurements and the correct use of wh-questions about dinosaurs. The teacher explained to students that they had to brainstorm about vocabulary that had to do with dinosaurs.

This material was pertinent because many drawings, charts and keywords were written on the board. This visual information awoke the children imagination, interest and curiosity about the topic of the class. Children started to give lots of opinions on dinosaurs. With this oral information they drew a monster on the board. Next to the drawing, some words were written like *centimeters, kilos, meters, millions, and tons*. The students had to correctly form wh-questions about dinosaurs.



The white board was appropriate because the teacher mixed lyrics, drawings and charts. The children felt in their fantasy world. They completed the information from the chart with any problems.

The white board size was adequate; the green color of the marker for the drawings and the red color for the words focused the student's attention better. Finally, all the children spoke about the monsters in English using the wh-questions correctly.

### *Stories*

The topic in the fifth lesson was, "*the story about the Olympic Games in Beijing*". Its objective was to listen for specific information and to compare spoken text with written text.

The story was a pertinent material for students in the fourth grade who had an intermediate English level. The students were not worried on answering or asking questions. They were relaxed and the teacher didn't have to pressure them to work. The idea of this activity was just the interactive communication between classmates and teacher.

This audio material was appropriate because the students' listening and writing levels were improved when their answers were compared with a friend. At the end of the lesson, they hold up a paper which showed the story.

The audio was excellent and the pronunciation too. It was played a few times for the students to check their understanding; also they could check their good answers and correct their mistakes.

In the ninth lesson, the story had a chronological sequence on *Queen Rania's life*. The lesson's objective was to learn information about a famous person and to use question words such as: *who? What? When? Where?*

At the beginning of the class, the students showed difficulty on listening to the story. In spite of this, the story was pertinent because they overcame the problem with help of a native speaker who had a clear pronunciation and read it very slowly.

It was very appropriate for the students' age and level of understanding because, when they heard the text they found interesting facts about the queen as her beauty and intelligence. Then, they worked with a friend asking questions about the story using *who, where, when or what*. They did not have problems completing their class objectives.

The audio was very well. It was repeated three times before starting the oral and written work. At the end of the lesson, the story about Queen Rani's life was played one more time; so that the students could evaluate their work.

#### *Dialogues*

A dialogue was used in the fourth lesson. The topic was "*Cities*" and its objectives were to present new vocabulary about cities and to discuss the problems of living in urban areas as *air pollution, central heating and people*.

The use of this particular dialogue was an effective means to teach students about cities. This dialogue was well prepared and very interesting. In fact, the students had the teacher repeat it various times. The use of dialogues to achieve the lesson's objective was adequate and the structure of the lesson made it easy for the students to reinforce the new vocabulary.

The dialogue was well designed and clearly understandable. The quality of this material was very good. The CD was new. Also, the content was short and the sound was clear. The speaker had a good stress and intonation.

### *Posters*

A poster was also used in the fourth lesson. The topic was *cities* and the objective of the lesson was to listen to the new vocabulary *skyscraper, townhouse, building and traffic lights*, while they were also looked at the poster, which showed a big city.

This material was pertinent to the topic because the poster showed a typical urban area with *air-conditioning systems, central heating, billboard, townhouse, building and traffic lights*. It was fun for the students to guess the meaning of the words through the drawings.

The poster was appropriate because the students closed their eyes and had the chance to let them work their creativity by imaging their favorite place in the city and then describing it. This activity permitted them to improve their speaking skills. Also, the visual intelligence of the students was stimulated by the use of poster.

The poster had a medium size and many drawings about people and a variety of colors. This material was exposed during all of the class for guiding the oral and written work.

### *Pictures*

Pictures were pasted on the board in the ninth lesson. The topic was on “*Queen Rania’s life*” and how it was different to the student’s daily life. The objective of the use of this material was to understand how the Queen Rania’s life was. The teacher asked the students to look at the picture of the Queen for about 3 minutes and brainstorm for ideas on the differences between their lives and the queen’s life. Then the students had to write down as many ideas as they could.

This material was pertinent because the students started to ask questions about the picture. At the beginning of the lesson, the students spoke in Spanish, and then little by little they did it in English using the new words.

This activity was appropriate because it stimulated the students' curiosity and good performance. The content and the new vocabulary were easy. The amount of words was few and according to their English language level of understanding.

The picture was new and had a normal size. It showed a beautiful queen. The colors were varied and pleasant to the students' eyes. The picture was used many times during the class.

### *Maps*

In the second lesson, the map was put in front of the children. This material was used for introducing the new topic *the country from Australia*. The objective of the lesson was to make comparisons between places using comparative forms.

This material was not pertinent to the topic because the students looked at the map but it did not capture their attention. Most of the children did not know anything about Australia. As a consequence, they did not point the main cities of Australia and they could not decide if it is better to live in Cairns or Sydney. The teacher should have chosen supporting material according to the students' preferences.

This material was not appropriate because it did not consider the students' preferences and the previous knowledge. The students enjoyed learning with visual material, but the picture did not show bright-funny drawings that could motivate their imagination and the use of the comparative forms.

The quality of the map was regular. Its shape was big but the colors were not very eye-catching. This material was put on the board. Also, it was used during all the class.

#### *Flash cards*

Flash card was another material used in the fifth grade. The topic of the first class was “*countries*”. Some of the countries were known by most of the children. The lesson’s objective was to remember names of countries and make future plans using *going to*.

The flashcards were pertinent because the students achieved the lesson’s objective successfully. The flashcards were well designed and coherent. The use of the flash cards also helped strengthen and reinforce the student’s memories.

This material was appropriate to the students’ age and level of understanding because it helped the children comprehend the topic of faraway places. So, it was easy for them to reinforce and memorize the new words. Also the students could use the flash cards to introduce new topics.

The flash cards were made with different colors and small drawings next to big letters with the name of a country. Also, they were used during the entire lesson, for remembering the theme and ensure the correct use of grammar.

#### *Learning styles*

Students are the principal protagonist in the teaching- learning process. The influence of the supplementary materials, in this case the whiteboard, songs, flashcards, dialogues and pictures, were a major factor in the learner’s ability to complete the tasks that were given. Furthermore, in the case of dialogues, they were used from the CD class to enhance the ability to process information that will be vital for the students’ progression. Also, it is important that teachers will be more creative

at the moment of choosing supplementary material. This material should fit the students' likes and needs. According to Ortega (2009), it is very important to know differences in age, personality, aptitude and motivation influence children in acquiring a foreign language. The students at this grade have a respectable English level. They are intelligent and creative. They like to be motivated and included with varied activities.

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

Pictures, stories, white boards, songs, handouts and realia were the supplementary materials used in the sixth grade. These materials are going to be analyzed according to their pertinence, appropriateness, quality and frequency.

#### *Pictures*

Pictures were used in three lessons in sixth grade. In the first lesson, the topic was "*where I live*" and the lesson's objective was to practice the comparative and superlative forms.

This material was pertinent because the use of three pictures with different characteristics stimulated the students' curiosity and encouraged them to make comparisons between these different places and express their preferences using the targeted vocabulary of the class.

This activity was appropriate to the students' level and age because the teacher gave many important details about each image. Some random sentences were written bellow the images; then the students had to read each sentence aloud, and correctly use the comparison of each image. Each student listened to each other's opinion and took notes for the next activity. Also, they were able to remember how short and large adjectives were used.

The three beautiful designed drawings were shown to the students attracting their attention immediately. They were printed on a glossy medium size paper giving them the look of a photograph. This supplementary material was a good source for practicing speaking, listening, vocabulary and grammar skills.

In the second lesson, the topic was to show “*the most famous holidays in the world*”. The students had prior knowledge about them, which caused a positive and excellent reaction. There were two objectives in this class observation; the first one was the use of adjectives for comparisons and the second one was remembering how to write the dates.

This material was pertinent because the students understood the meaning of the theme. Also, they made sentences using adjectives, and worked in groups making cards according to their preferences about dates.

This material was appropriate to the students’ level and age because the adjectives and the dates were being reinforced. Also, the picture transmitted positive energy to the students since they liked *Christmas, Halloween and New Year* very much. Also, each group had to describe the card and the picture using the comparison adjectives. This activity let the student achieve the lesson’s objective by using a practice communicative language.

The picture quality was excellent and its images were exceptional. The size of the picture was adequate and it was new. This was very important because it helped to improve the students’ participation in class. Also, it was an adequate resource for improving the teaching-learning process.

Pictures were put at strategic places in the classroom. This picture was used to introduce the “*Global Warming*” topic. Each material showed a big title that

stated *the future starts now*". The lesson's objective was to have a clear and understandable use of the future tense in oral sentences.

The use of pictures in this case was pertinent according to the topic and the objective of the lesson because of its vivid colors and its ability to captivate the students' attention. With this material, the students visualized immediately the theme, which was socialized by expressing what they were thinking about the responsibility of people towards Global Warming and how to fix the problem.

This picture was appropriate because it was a perfect complement for the reading; while the teacher read, the students looked, trying to guess what picture was being described. Then, they worked in pairs talking about the planet using the future tense. The future tense was reinforced at the end of the lesson by redoing the exercise.

Pictures were common but very persuasive, its shape, size and colors were adequate to the topic and students' preferences. Also, they were shown during the entire lesson. Pictures work with visual learners because they associate ideas, concepts and information with images. These visual learning processes improved the students' ability to recall information more completely.

### *Handouts*

In the sixth lesson, the handout was used to aid the understanding of the topic "*Health Check*". The objective of this lesson was to reinforce the use of *have to*. These handouts were supporting materials which were used by the teacher to support the lesson. Handouts represented important information on and about drawings related to the Health Check theme.

The handout was pertinent to the topic because it was written as a complement to the previous lesson. It was designed especially for children, with



drawings which showed healthy activities for them. The students chose and talked on a healthy lifestyle. This activity motivated students to use the auxiliary *have to* and they exposed two good suggestions for living healthily.

The sixth grade students had a good English level. This helped them to comprehend the new topic without having any problem. Also, the phrases on the handout were written in a simple way.

The handout was appropriate because it was designed according to the students' level and age. As a result, they finished the activity successfully using the required schedule time.

The handout was made on a white paper. The drawings had different colors and few phrases. Also, this material was easy to manipulate. This had a positive effect on the teaching-learning process of the class.

In the ninth lesson, the topic was "*what do you know about the environment?*" The objective of the lesson was to evaluate reading comprehension. First, the handout was shown to all the students. Then the teacher gave to each student one handout. After that the students opened the handout and read the questions out loud. Pictures and paragraphs were included on the handout which helped each student complete the task. This material about environment was well related to the topic. So it can be said that the handouts were pertinent because the students' curiosity was increased, and the teacher's objective was achieved.

This handout was appropriate to the students' level and age, because the knowledge of the proper use of handout helped facilitate the evaluation of the students. They did not need to look at the pictures of the handout to complete the task. Two or three words were keys for their understanding and choosing the correct option. The students felt relaxed and motivated to get an excellent grade.

The handout was made in colors. The content was repeated from the last lesson. The students spent a few minutes on this activity. Minutes before the end of the class, the students expressed a great deal of enthusiasm for the use of this material.

A handout was a complement of the first material in the tenth lesson. The use of the handout was not pertinent to the topic *the color mixing* and the objective of the lesson. The handout showed different approaches; one part for completing, another one for drawing, and the last one for reading and numbering the sentences in order. It was observed that students felt nervous and confused because this material was difficult to use.

The students knew how to mix the colors, but they did not know how to express the process in an oral and written way. This activity was not easy for them. Also, the teacher did not take into account the students' age and level of understanding.

The handout has been designed in white and black colors. The instructions for the experiment did not show precise information. For the students of this grade one of the most important details of visual materials is its color. Students often prefer a bright material with few lyrics and more drawings.

#### *Whiteboard*

The whiteboard was the only material in the fourth lesson. "*Christopher Columbus Exhibitions*" was the topic and the lesson's objective was to identify verbs that refer to the past tense.

The use of the whiteboard was relevant to the topic because it offered many ways for the children to use the wide spaces for working, and also in a creative

way. The teacher wrote words and made drawings like ships, maps, treasure chest and sailors on the board.

This material was appropriate to the students' level and age because it was used considering their preferences and previous knowledge. Each drawing had a little paragraph under it. The past tense was written using different colors. The students chose their favorite drawing. Then, they read and added on more words.

The whiteboard size was adequate. The teacher used printed words and different color markers for the verbs in past tense. Also, the white board was used many times to clarify doubts and also strengthen the lesson. It was important to show the same information using diverse activities.

In the fifth lesson, the whiteboard allowed the teacher to present the new theme. Also, the students had to fill in blank, edit and underline. The students then made personal comments by writing sentences. The objective of the lesson was the correct use of the present perfect tense through the theme "*at the movies*".

The use of the whiteboard was pertinent to the topic; since it let the teacher and students interchange opinions and preferences about the movies. Also, the students could see the title of famous movies written on the white board all the time.

The students were very excited at the beginning of the lesson. Although, when the grammar was first introduced; they had a difficult time understanding the past participle of verbs because the students had not been studied them before. This activity lowered the students' motivation. The whiteboard only showed sentences with given directions or a clear idea on what they had to do. This activity was not appropriate to the student's learning because the teacher did not consider the students' knowledge on grammar.

The quality of the whiteboard was in good conditions. The markers were old. The students could listen to the teacher, but they could not see how the sentences were structured. They started to talk, stand up, and go to the board to copy the sentences. So it can be said that the quality of the use of the whiteboard was really poor.

### *Songs*

A song was played, at end in the fourth lesson, as a time of reward for the students for their good class work. They were singing the new Justin Bieber's song happily. The music was fantastic for the students. They felt free and unafraid to sing along to the song using the English language. The use of the song was a good opportunity for improving the students' intonation and pronunciation.

Songs can be used for a wide variety of EFL learning and teaching. In the seventh lesson, the title of the song was "*know your right*" which was relevant to the prior topic "*Children's Rights*". The lesson's objective was to learn rules that can help children to develop respect and discipline.

This song was pertinent because it provided students a more effective way of learning English. The students listened to a variety of short paragraphs with a contagious rhythm. The singers were young children with beautiful voices. They liked it much.

This material was related to the students' English level and it applied to their correct learning styles because the lyric of the song was easy and the students understood it quickly. Also, they had the opportunity to dance and to sing while listening to the C.D.

A new, adequate sized CD player was used for this class. The sound was very clear. The song was played a few times at the beginning of the lesson; then

several times according to suggestions from the children. This way of learning a foreign language was great for the students. They felt excited and very soon they began to practice the new vocabulary about respect and discipline. Also, the music stimulated social relationship between them.

### *Stories*

*Story* was another supporting material used in the sixth grade during the third lesson. The story started describing a historic event “*the discovery of America*”. It was pertinent to the topic “*who was Christophe Columbus*”. This helped to reinforce the previous topic.

This material was pertinent because the students were curious when they heard the familiar name of Christopher Columbus. The main focuses of this activity was to give students the opportunity to familiarize them with the new language and to practice pronunciation of words in isolation.

This material was appropriate to the sixth grade students’ level and age, because they were learning English and history at the same time. Not all the words were understood by the students but the new words were reinforced by the teacher and the result was positive.

The sound was clear and the students projected their voices well. The story was played three times then the spoken interaction was played twice to complete a worksheet. The students paid particular attention to words with challenging pronunciation

### *Realia*

In the tenth lesson, realia was used as supporting materials. It was used for introducing the topic “*the color mixing*”, and the objective of the lesson was to describe this process of mixing colors. The use of this realia was pertinent to the

topic and the objective because the students enjoyed learning by the use of materials such as watercolors, glass, paintbrushes, and water. The mixing of primary colors motivated the students to guess new colors. As a result, they spoke in English about the colors.

The influence of the supplementary materials was a major factor in the learner's ability to complete the tasks that were given. The English teacher made use of these materials to strengthen the associations between words, objects and results. The students' capability to process the information, which was provided by the teacher in the class, depended greatly on the used the supplementary material.

The glass, paintbrushes and watercolors materials were brought by students. These were new according to their likes and preferences. The teacher used these materials to get a successful class.

### *Learning Styles*

According to the observations made in the sixth grade, the teacher used a wide range of supplementary materials such as: pictures, handouts, whiteboard, songs, and stories to improve the teaching process in EFL classes.

The use of these supplementary materials was focused toward the diverse skills and abilities that every child has to learn a foreign language. The learning styles that the teacher took into account in this grade were visual, audio, audiovisual and kinesthetic styles.

For example: the use of songs encourages children to improve auditory and musical skill. Thus, Fleta (2006) suggests that routines and transitions are times periods that facilitate the interaction between a teacher and children in an English class. Both routines and transitions entail visual and auditory activities that include

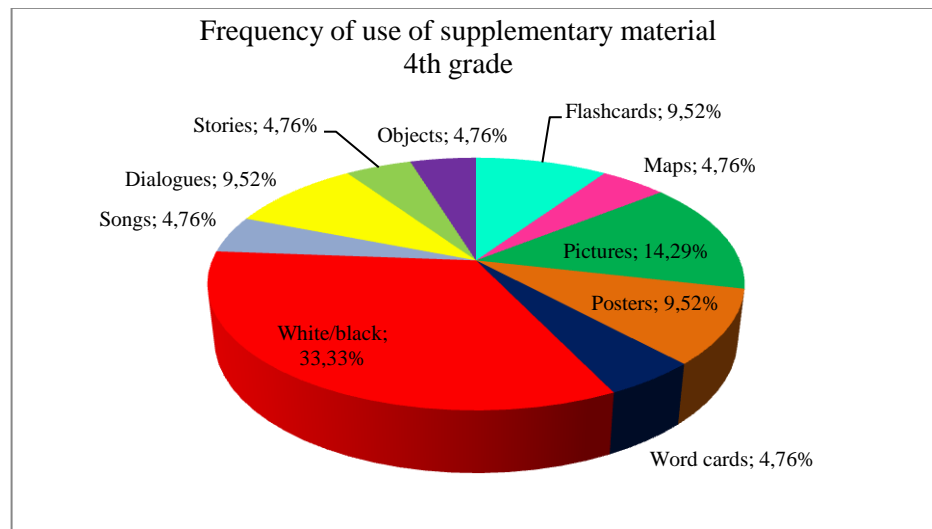
flashcards, posters, songs, poems, rhymes and gestures that children must recognize and remember in English.

In summary, it is important to mention that the teacher designed the activities into the classroom focusing on the academic level of the students and their different learning styles; as result, the student learned and applied their knowledge successfully.

## Quantitative analysis

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

The quantitative analysis of this grade was based on the results obtained of the 10 observed classes. Five variables and eighteen indicators were proposed according to the chart 5.



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

The first chart shows that 9 supplementary materials were used such as flash cards, maps, pictures, posters, whiteboard, stories, songs and realia.

Data collection reported that the whiteboard was used in 7 lessons, making up 35% percent of the 21 supplementary materials used in this grade. This material was mostly used in the fourth grade. Class survey reported that the whiteboard was a supporting material always handy in the classroom that is why it is being used most of the time.

Pictures were used in three classes in fourth grade which represents the 14.29% percent of the frequency of use. This material was also very used because the schools had lots of pictures in the library, and also the editorial of the English books provided materials to teachers of the school for their teaching classes.



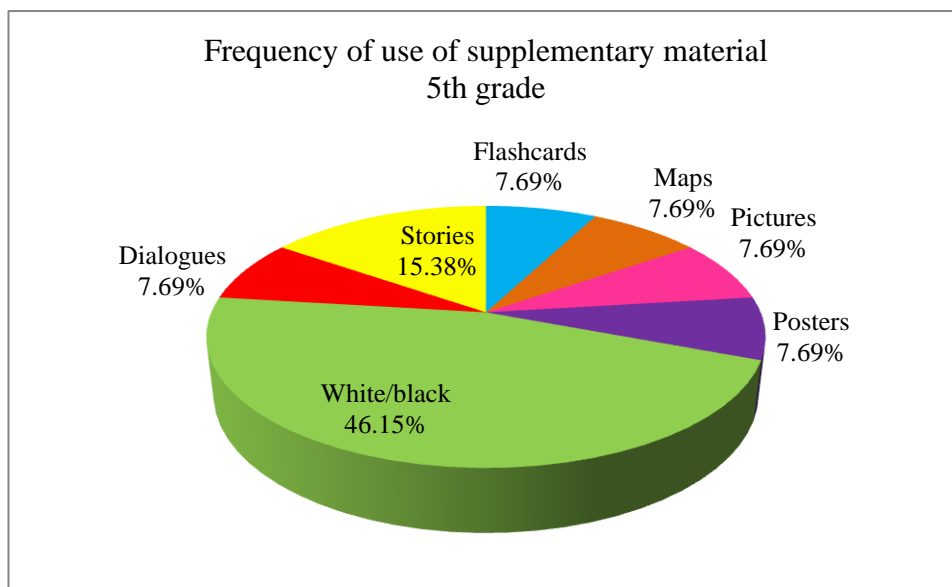
The students' survey reported that this material had a 100 % percent of good acceptance by the students. Also, the students would prefer that this material would have had more colors and drawings.

Stories, song, word cards and maps were the supporting materials that were used fewest numbers of times in the classroom. They were used various times during only one of the ten observed classes which meant the 4.76% percent.

Songs were very appropriate and pertinent for teaching children in EFL classes because it motivated students and helped to improve the language skills. The class survey provided information showing that songs were well liked by the students. This facilitated the learning process. The teacher should consider this aspect for improving the English learning.

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

The quantitative analysis of this grade reported that 7 materials were used in the English classes. These materials were dialogues, maps flashcards pictures posters and white/black board.



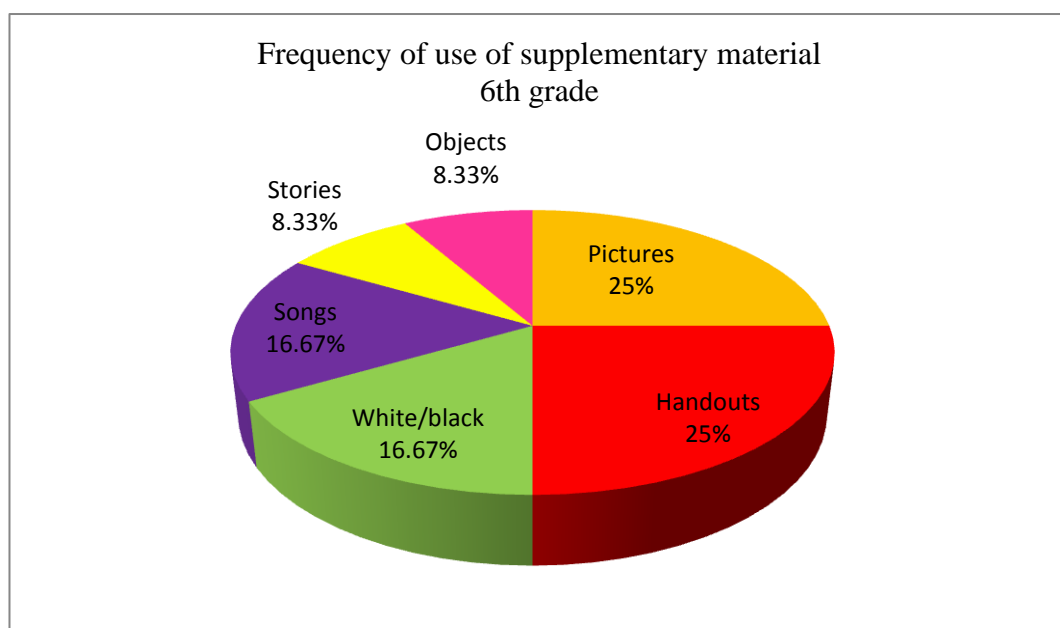
Author: Guadamud Rosales Glynis  
Source: 5<sup>th</sup> (9 years old approx.) grade.

In fifth grade, the whiteboard was used in six lessons; which represented the 46.15 % percent of frequency. Although, the whiteboard was the least-used material in this grade its percentage was higher than in fourth grade because the amount of materials used in fifth grade was smaller.

Pictures, maps, flashcards, posters and dialogues were used only in onetime and its percentage was 7.69% percent of frequency of use. The teacher had limited access to these materials. This means that they were used less frequently. All these materials were used in different classes.

Story was used twice in different topics which represented the 15.38% percent of frequency. This material in both lessons was 100 % percent appropriate and pertinent to the students' level and age. Furthermore, the stories were clearly narrated, short and uncomplicated, which helped the students comprehend the lesson' objective easily. This produced a relaxed and rewarding class environment between the students and the teacher.

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



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

Finally, in sixth grade; the whiteboard was the material with the least amount of times of frequency between the three groups of the observed grades. In this grade the white board was only used two times with a percentage of 16.67% percent. This material was not used very often because this group of students had a respectable English level and the lessons were focused on listening, speaking and reading comprehension.

Pictures and handouts were used three times in different classes. Its percentage was 25% percent. The class surveys showed that this group of students was always motivated with the materials that were presented by the teacher because of its excellent quality, drawings and colors.

Regarding to the audio variable, the use of songs was a positive variable, although its percentage was 16.67% percent. Songs are the most suitable materials for the students. The students said that the songs provided them a positive energy. Also, it was a good material to improve pronunciation. Furthermore, the English teacher said that songs stimulate the communication in class.

Also, a narrative story was used three times in this grade. The same type of narrative story was also used in the other two grades. The percentage in sixth grade was 8.33% percent.

Realia in sixth grade was used one time and its percentage was 8.33% percent. The used of this material did not draw the students' attention. The teacher said that she should prefer not to use this material, but it is considered that this material was used because the class was not previously planned.

## Conclusions

- The supplementary materials used by the teacher to teach English as a Foreign Language in the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades were white boards, flash cards, maps, pictures, posters, word cards, songs, dialogues, stories and realia.
- The whiteboard was the most frequently used supplementary material in the 4<sup>th</sup> and 5<sup>th</sup> grades, because of its permanent availability in the classroom.
- The materials less frequently used in the 4<sup>th</sup> and 5<sup>th</sup> grades were: map and realia because of the limited amount or the lack of materials available to the teacher when planning the class.
- The results state that in the 4<sup>th</sup> grade the teacher used a more varied combination of supplementary materials than in the 5<sup>th</sup> and 6<sup>th</sup> grades; these materials were: white boards, flash cards, maps, pictures, posters, word cards, songs, dialogues, stories, and realia.
- In 5<sup>th</sup> grade the supplementary materials used in EFL classrooms were flash cards, maps, pictures, posters, white board, songs, dialogues and stories.
- The grade with the least varied material was the 6<sup>th</sup> grade. The materials used were: pictures, handouts, white boards, songs, stories and realia.
- The 32% percent of the supplementary materials used in EFL classrooms were appropriate and pertinent to the students' level and understanding. Also, these materials were designed and elaborated taking into consideration the students learning styles and the content of the classes.

## Recommendations

- English teachers should consider the learning styles of their students especially when designing or choosing the supporting materials. It is recommended that when choosing supplementary materials for teaching EFL students, the type of supplementary material should be adequate and suitable for the students learning level and learning style because inadequate and unsuitable usage will hinder teacher ability to teach and the student ability to learn the new language.
- Songs should be used more frequently in the English language classes because they are important resources that allow students to learn and acquire a foreign language such as English in an attainable way.
- It is recommended that the Director of the school establishes some time to the English teachers to attend seminars related to the use of supplementary materials in EFL classes in order to develop the necessary learning environment.
- For further research projects, it is recommended to perform more observations, since the results obtained from this research were not enough as to obtain significant information

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## ANNEXES

Annex N° 1

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( ) DATE: \_\_\_\_\_

GRADE: \_\_\_ CLASS N° \_

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

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

\_\_\_\_\_

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

Visual	flashcards	
	Power Point presentations	
	maps	
	pictures	
	charts	
	handouts	
	posters	
	Word cards	
	white/blackboard	
Audio	songs	
	dialogues	
	stories	
	tales	
Audiovisual	videos	
	movies	
	documentaries	
Realia	objects(toys, plants, fruits)	
Online	websites	

Annex N° 2

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( ) DATE: \_

GRADE: \_\_\_\_\_ CLASS N° \_

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

Annex N° 3

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( ) DATE: \_\_

GRADE: \_\_\_\_\_ CLASS N° \_\_\_\_\_

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

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

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

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

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

25 % ( )                      50 % ( )                      75 % ( )                      90 % ( ) Why?

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Annex N° 4

Results

Quantitative Tabulation

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

Variable	Indicators	Yes	No
Visual	flashcards		
	PowerPoint presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	word cards		
	white/blackboard		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	objects(toys, plants, fruits)		
Online	Websites		

Author: Guadamud Rosales Glynis

Source: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades

Annex N° 5

Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4th grade (8 years old approx.)		5th grade (9 years old approx.)		6th grade (10 years old approx.)		Total	
		f	%	f	%	f	%	f	%
Visual	flash cards								
	power point								
	Maps								
	pictures								
	Charts								
	handouts								
	posters								
	word cards								
	white/black								
Audio	Songs								
	dialogues								
	stories								
	tales								
Audiovisual	videos								
	movies								
	documentaries								
Realia	objects (toys, plants, fruits)								
Online	websites								
TOTAL									

Author: Guadamud Rosales Glynis

Source: 4th, 5th and 6<sup>th</sup> grades