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

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CERTIFICATION

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CERTIFIES THAT:

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

Loja, May 29th, 2013.

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DEDICATION

The present work is dedicated with all my love to God and to my parents José Montaña and María González, for teaching me that everything is possible to reach with effort and perseverance, for supporting me unconditionally and for being excellent models to follow; to my siblings for encouraging and helping me to fulfill my goals and finally, to my boyfriend Edwin for being my support and strength every moment of my life.

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Abstract

The use of supplementary materials for teaching children in EFL classes is a study aimed at analyzing the materials used in a private elementary school in terms of pertinence, appropriateness and quality; and at determining the frequency and variety of use of those supplementary materials observed in the EFL classes observed.

This qualitative and quantitative study was conducted in a private Primary School in Loja city. The data was collected through the observation of thirty classes that permitted to obtain the information about the complementary teaching materials used by the teacher in the 4th, 5th and 6th grades. Additionally, surveys related to the theme were applied to the teacher and students.

The results of the research show that nine different types of supplementary materials such as flashcards, handouts, posters, word cards, white board, word document, pictures, videos and objects were used. The ones applied pertinently in the lessons but with low frequency were posters, word cards, word documents, and handouts meanwhile; the white board was the tool with the highest frequency of use, though it was not used pertinently.

Introduction

Nowadays, it is recognized that English has become one of the most important languages in the world and that is the reason why many people learn and teach it.

Within the context of the learning process, educators have dealt with a variety of approaches, methods, and techniques looking for ways to obtain the best results in EFL classes. Nowadays, it has become an obligation to include a variety of resources and materials in order to improve the standard and quality of the teaching and learning process; however, one of the most important factors is the use of additional materials in the classes. The correct application of the teaching tools produces many benefits if the selection of the materials for each class is considered according to the pertinence and appropriateness of the material in relation to the content of the class and the students' needs.

Literature on this topic shows that many supplementary materials are either being underutilized or misused in EFL classes and it was for this reason that this study was directed to analyze the use of supplementary materials for teaching English to children in Ecuadorian EFL classes.

The research is aimed at identifying and analyzing supporting materials used for teaching children in EFL classrooms; of describing and analyzing each one of the supplementary materials used in EFL classrooms in terms of pertinence, appropriateness and quality; at determining the frequency and variety of the supplementary materials used in the observed classes.

This investigation attempts to benefit educational authorities, teachers, students and researchers. In fact, the findings will provide teachers valuable information about the use of supplementary materials to improve their teaching practice and will encourage them to use a diverse number of supporting materials in order to make

their classes more active and engaging. Furthermore, it will provide also valuable information for future research.

Many previous studies have been conducted on the use of supplementary materials for teaching EFL classes like the one held by Williams and Lutes (2006) about the use of video materials to assess the impact of the use of these materials upon student attitudes and specifically how it pertained to motivation. The results showed that the control and test group generally had positive attitudes toward English classes. The study concluded that video materials can be a powerful tool in EFL classes.

Chwo, Jonas, Tsai and Chuang (2010) conducted research on the adoption of supplementary materials to enhance listening and speaking strategies used by Taiwanese college EFL learners. The findings indicated the effectiveness of adopting supplementary materials to enhance their use as well as improving learning outcomes. It then suggested that in order to expand students' learning experience, more diverse materials should be used to supplement the existing textbook in listening and speaking courses.

Shin (2007) reported the need for more CALL (computer-assisted language learning) research in the Korean context through an investigation of Korean secondary school EFL teachers' perceptions and perspectives on the use of internet. The study demonstrated that while teachers have positive views on of the use of internet in teaching EFL, they have difficulties in finding appropriate teaching materials and in integrating Internet resources into their curriculum.

The last study was on the use of YouTube as supplementary material which was investigated by Kelsen (2007) whose purpose was to find out if the use of YouTube as a supplementary material in EFL classes can make the class more

interesting. He concludes that YouTube as a teaching aid made classes more interesting, motivating, and relevant for language learning. He could also conclude with a limitation that from the sample taken in this study, it could not be used to supply information to all students in general because only a limited number of students could be involved.

Two major limitations were encountered at the time of conducting this study: first the reluctance of the English teacher to be observed; and second, the fact that the children did not have much understanding and concern of what supplementary material means and why it is used in the teaching-learning context.

Method

This section deals with some aspects related to the method applied in the research and details about how this research was performed.

Setting and Participants

The data was collected through the observation of thirty classes in a private Primary School in Loja. These observations permitted to obtain the information of how supplementary teaching materials were used by the teacher in EFL classes of 4th, 5th and 6th grades. There was only one English teacher for those grades; each grade had about 22 students: girls and boys who aged eight to ten and received EFL instruction for two hours per day.

Procedures

The general approach of this study is Qualitative and Quantitative. The first step was to deal with the literature review on the themes related to the topic. Here, the bibliographic method was used.

To perform the field research, the Direct Observation technique was applied, as well as Note-taking and Surveys. The instruments to gather the information were observation sheets and questionnaires.

Thirty classes as a total were observed during three months, ten classes in each grade. From each class two students were selected to complete the surveys, and, at the end of the research one survey was filled by the teacher.

Once the thirty observations in all grades were completed, the results were tabulated and classified into charts according to the pertinence of the material addressing the objectives and topic of the class. Also, the information was tabulated in terms of appropriateness of the material according to the students' age and level.

The charts considered the following variables: visual materials, audio materials, audiovisual materials, realia and online materials.

Finally, after tabulating the gathered information Qualitative and Quantitative approach were used in order to perform the analysis and interpretation of the obtained results. Qualitative Approach was used to describe aspects related to pertinence and appropriateness as well as creativity, originality, and quality of materials used in the classroom. Here, the data was organized grade by grade and material by material in a sequential manner. On the other hand, the Quantitative Approach was used to determine the frequency and variety of the supplementary materials used in the thirty observed classes.

DISCUSSION

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

Literature Review

The use of supplementary material is important in education; it has a strong influence on the effectiveness of second or foreign language teaching and learning. Teachers must use additional material to complement textbooks in order to create an entertaining and friendly environment in the classroom.

Scientific contents on significant topics related to the use of supplementary materials to teach children in English as a Foreign Language (EFL) classes are presented to ground the study in theory. The topics are: teaching a foreign language, learners, learning styles, teaching techniques, different contexts for teaching, and supplementary materials. Additionally, theoretical support on previous studies is provided in this section.

Teaching a foreign language

Introducing the topic *teaching a foreign language*, Lado (1974) asserts that it is the process of teaching a language that is not spoken in the native country and could be taught or learned as a second or a third language. In other words, a foreign language is a nonnative language taught or learned by an individual; for example in

Ecuador English is a foreign language (EFL) taught in schools and high schools because Ecuadorian students speak Spanish.

Wallace (1991, p. 2) states that the twentieth century has been known “the age of communication” so the need of communicate increases. The variations of languages are easily recognizable and to the end, we find a serious revolution in EFL language teaching. Today EFL is considered as an international channel of communication; consequently, the training of foreign language teachers has become more and more relevant.

Haydaft (1996) manifests that *teaching and learning a foreign language* entails an interaction among different nationalities. Considering that English teachers frequently work in foreign countries and students who study English sometimes learn in an English speaking country, essentially need to be adapted to that new culture and attitudes. In order for EFL teaching to be effective teachers must be well trained.

Regarding EFL teaching, Lado (1974, p. 8) evokes that it is very important that language teachers learn the target language in depth so that they evidence good pronunciation, grammar knowledge and a good vocabulary repertoire which would include the use of idiomatic expressions. They also need to master methodological and pedagogical issues.

According to Ellis (2005), teaching a foreign language includes teaching language skills such as: listening, speaking, reading and writing. Sometimes speaking and writing are generally called the active/ productive skills and reading and listening, the passive/ receptive skills (Richards, 1995).

Teachers must consider learners as the central part of the teaching learning process as shown below.

Learners

In relation to learners, Lemus (1973) argues that all human beings are learners since as long as a person is alive all activities he does or gets involved in are learning opportunities. In this regard, social activities seem to be ideal to learn and modify conduct. According to The Random House College Dictionary (1982), a learner is a person who acquires knowledge or a skill by receiving study, instruction or experience; for example learning English as a foreign language. Nassif (1958) states that learners acquire learning in three ways: assimilating, transforming and creating the contents of culture.

Learning a foreign language will depend on the different factors as age and motivation. Regarding age, learners can be: children, adolescents and adults. This is affirmed by Harmer (2007) when he argues that the *age* of the students is an essential factor and it should be considered in the how and what to teach a foreign language. Teachers should know all of their students with the purpose of helping each group with the correct manner because each person of different age has diverse needs, competences and cognitive skills. For instance, a student from primary is going to learn through playing while an adult is going to learn by abstract thought.

According to Peaget's theory, adults and children have their own characteristics. Besides, Lemus (1973) notes that there is diversity in division and classification of different evolutionary ages of a child and an adolescent; consequently, the assimilation will be diverse due to many factors as: heritage conditions, feeding, weather, exercise, race, natural and social environment, sex, etc. The classification by ages is made because these are related only with physiological growing.

Moreover, Alberta Education (2009) states that the childhood period is the best stage to introduce learners to a foreign language. For example, children who learn English before six to eight years old develop pronunciation and grammar while children after six or eight years old, learn a lot more vocabulary through storytelling. The same author concludes that every age of the childhood is good in order to learn a new language.

Regarding to *children*, Chomsky (2002) quoted by Saville-Troike (2006 p. 47), mentions that children have the innate capacity to learn languages and they are more successful foreign language learners than adults. In addition, from his research into children's language and thinking, Piaget (1990) based his theory on the idea that children do not think like adults. Piaget's theory describes the mental structures or "schemas" of children as they develop from infants to adults. He concludes that through their interactions with their environment, children actively construct their own understanding of the world.

Piaget's theory supports that children's language reflects the development of their logical thinking and reasoning skills in stages, with each period having a specific name and age reference. Alberta Education (2009) states that individual children vary in how quickly they acquire English even when they are in the same setting.

Additionally, Harmer (2001, p. 7) states that children need different fun activities in order to learn English, and classroom activities that stimulate curiosity because children are curious. Besides, Lowes and Target (1998, p. 15) add that children have a positive attitude to learning anything. They like to explore and enjoy learning new things.

Adolescents are very unique to teach, but they can also present serious problems to the teachers (Harmer, 2001, p. 7). Furthermore, Lowes and Target (1998, p. 15) say that adolescents are in a difficult age, they have other interests but some of them have a positive attitude in order to learn English. However, even in adolescents who have lost their enthusiasm to learn can be aided by teachers who include interesting content and stimulating activities in their classrooms. Educators need to motivate learners by displaying positive attitude and patience while creating the right classroom environment, raising self-esteem and student confidence.

Besides, Urham (1996) suggests that for adolescents, language teaching should be concerned with the learners' level by using interactive methods that involve students and present challenges. At this stage, adolescents are starting to take responsibilities in their life and they avoid make mistakes including language errors.

However, Harmer (2001) affirms that adolescents are brittle while adults learn more effectively by systems than do children and adolescents. He adds that *Adults* are students often highly motivated because the majority of them have positive attitudes toward to learn another language because they need the language for different purposes. In some cases students know a lot about language, but teachers need motivate them saying that there are many things to learn; also, Hong and Morgan (2004) state that *adults* may learn faster a foreign language because of their greater memory and greater capability of their conceptual system.

According to Lowes and Target (1998, p. 24), each person has his own way of learning and all learners have differences. McDonough (1981) lists some *learner's differences*: intelligence, aptitude, cognitive style, and personality. Intelligence is the ability to follow easily an instruction and the individual has the capacity to learn a foreign language. On the other hand, aptitude refers to have a specific talent for the

activities of English classes; for example, students have aptitude for the speaking skill. Additionally, cognitive style means that each person has different modes to learn anything. The author finishes allegations with personality, by referring to this characteristic as individual preferences that involve personal value of each student. Alternatively, Alberta Education (2009) lists as other individual differences: language aptitude and socio-economic status. Language aptitude refers to a group of verbal and memory skills that are different for each person. People with high language aptitude learn a foreign language faster than others. Language aptitude is a natural skill which cannot be taught; for instance, educators cannot increase the language aptitude of children. Socio-economic status is the last learning skill which refers to the level *family's socio-economic status*. Children from newcomer families where the parents have a good level of education tend to learn English faster because these parents often have higher language and literacy skills in their home language.

To this point McDonough (1981) adds that the individual differences are important for language learning process. It is essential for teachers to be aware of their students as individuals and to be sensitive to many kinds of differences which may exist even in one learning group. All teachers know that some students will learn a foreign language with the learning material and activities, but some will not. Some learners will become more successful than others because there are learner's differences which will be present during the learning process; for that reason, the motivation plays a very important role in the teaching and learning process.

Besides age and learning differences, Brown (1994, p. 152) argues the *motivation* is another key factor in language learning. In addition, Harmer (2001) stresses that in order to be successful in teaching, teachers must consider and maintain the motivation all the time in their lessons course or program; for that

reason, it is very important they make excellent lesson planning which will be executed and developed according to their creativity.

Lack of motivation produces that students are tired and bored into the classes; consequently, all the phases of learning will result in failure. Each student can be motivated in a different way and any lesson can be more or less interesting depending on the students. However, the motivation vary, the teachers can influence positively or negatively in their students.

Furthermore, there are different motivational factors according to learner's age. Lepper (1995) divides motivation into two broad groups, extrinsic and intrinsic. Extrinsic Motivation refers to the learning of a language by an external reward of some kind. Intrinsic Motivation refers to the learning of a language by personal enjoyment.

Additionally, Harmer (2001, p. 5) argues that students want that teachers have love, patience and show confidence. Teachers should motivate students with interesting and entertaining classes; otherwise, they are boring in English classes and become de-motivated. However, this area is difficult as it was mentioned above, no all students are similar; thus, teachers need to be well prepared in order to manage the different group of students and design lesson to meet the diverse styles to learn.

Learning Styles

Claxton and Murrell (1987) state that learning styles have been extensively discussed in the educational psychology literature and over 30 learning style assessment instruments have been developed in the past three decades. In addition, Felder (1995) claims that students learn in many ways by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing, all these ways to learn are called individual's learning styles. Spratt

(2005, p. 52) affirms that “learning styles are related to the physical sense that we prefer to use to learn, our ways of interacting with other people and our style of thinking”. Based on this, learning styles can be classified in visual, auditory, and kinesthetic.

Visual style refers to students who best understand when they can see: they enjoy seeing objects with names, they like pictures and for them is very interesting to use books and take notes; auditory style refers to students who best understand when they listen to instructions, they like hearing tapes, CDS, conversations and they pay attention how teacher speaks; and physical or kinesthetic style refers to students who best understand when they involve their bodies, they enjoy moving around the class with different activities, they like role plays or handle physical objects (Spratt, 2005).

According to Lowes and Target (1998, p. 28), students have a variety of ways of learning. Teachers should motivate to students to learn in different ways making different activities in classroom where all students are involved so they find new ways to learn and they identify what the best is for them. For example, children learn more knowledge when they use their body and they make funny activities; thus, it is important that teachers do not forget the individual differences because these influence on the learning process. The same authors add other student`s learning styles such as concrete, abstract and sequential, random.

Concrete learners are students who respond well hands-on, practical activity: they enjoy making projects because these have a purpose. They like fun games, simulations and role plays because they are experimental. Abstract learners are students who enjoy the critical thinking: they love as well as reading and writing, but it is difficult to make practical work. Sequential learners are students who classify and arrange very well any information: they are systematic, diligent and dependable.

Random learners are students who like being imaginative and creative: they enjoy flying the mind and thinking in new ideas.

Regarding learning styles, Woodward (2001) considers that teachers should get information about students as: their names, level, and student's learning situations applying a questionnaire at the beginning of the course. It can help to discover students' learning styles and teachers can elaborate the lessons planning taking that into account. In addition, Kelly (2010) states:

Some teachers make the mistake of thinking that they cannot learn using methods that are not focused on their learning style. This is also a huge mistake that in the end will result in less learning. If teachers do not help their students find ways to be successful learning information presented in any style, they are not helping them succeed in the future. The fact is that students will be faced with many different styles of teaching during the educational career. Only by finding ways to adapt and learn using other styles, will students end up succeeding. (p.1)

Teaching Techniques

To talk about teaching techniques it is important to mention what an approach, a method, procedures and techniques means. According to Richards and Rodgers (2001):

An approach: refers to the theories about the nature of language, and language learning that serve as the source of practices and principles in language teaching.

A method: is the practical realization of an approach. Methods include several procedures and techniques as part of their standard fare.

Procedure and technique: is the manner and ability with which a person applies a method. It also refers to the classroom practices, and behaviors observed when the method is used.

According to Richards and Schmidt (1995), a *method* in language teaching is based on systematic principles and procedures. At listing the Direct Method, Audio-lingual Method, the audiovisual Method, the Grammar Translation Method, the Silent Way and Communicative Approach, he emphasizes that different methods of language teaching result from different views such as: the nature of language; the nature of language learning; goals and objectives of teaching; the type of syllabus to use; the role of teachers, learners and instructional materials; and the techniques and procedures to use.

Regarding teaching techniques, Lowes and Target (1998) assert that teacher's experience of teaching is different so all teachers teach in different ways. Wallace (1991, p. 25) gives three important suggestions for English teachers to know and use in the classroom. One is to become aware of the learning process, another one is the understanding that there are different contexts to the development of teaching techniques, and the last one is to make an evaluation of the most effective technique needed in their classroom.

Teaching English to children involves understanding how to motivate children to learn and how to hold their attention for short periods. The techniques to teach children should be creative. EFL teachers can use the following teaching techniques like classroom visuals aids, drama, dialogue, poetry, songs, music, rhymes, dance, movements, games, manual activities and storytelling; those teaching techniques are used by EFL teachers to develop reading, writing, listening and speaking skills in their students (Ruddell, 1995).

Different Contexts for teaching

According to Harmer (2001), context is the situation of information that produces language to be applied. Richards and Schmidt (1995, p. 337) states: “The context often helps in understanding the particular meaning of the word, phrase, etc.” There are many types of contexts but Harmer just mentions three of them: The student’s world, the outside world and formulated information.

Additionally, Harmer (2001) claims that the world of the students can be a major source of contexts for language presentation. Two types of student’s world have been studied such as physical surroundings and student’s lives. The first refers to the classroom and the physical things (table, chairs etc.); these are limited. The second refers to facts about them like families, friendships and experiences; another resource is the outside world provides us with “rich contexts for presentation”. Three sub-categories belong to this type of context and they are: story, situation or language. For example: stories can be used to present different tenses; teachers can create situations where people talk the language so they show the new language in operation. These three sub-categories can be simulated or real

Formulated or real information refers to all information presented in timetables, notes, charts; and with these real sources we can produce our own which will be just right for our students. Teachers should be sensitive to the varying degrees of motivation that different contexts provide. On the other hand, Brown (2007) referred to this topic using these terms:

Are the learners attempting to acquire the second language within the cultural and linguistic milieu of the second language ... or are they focusing on a “foreign” language context in which the second language is heard and spoken in an artificial environment,

such the modern language classroom in an America university or high school? (p.3)

What Brown wants to determine is the setting or environment where the learning process is going to take place to set parameters of teaching and learning and according to this context, to apply the convenient methods and techniques.

Holmes (2008) pointed out that English is a language learnt and taught in many different contexts and class arrangements. Harmer (2007) keeps saying that we have to discriminate the contexts of EFL teachers versus ESL teachers. In the first case teachers are working with students whose purpose is to travel to another country to put into practice what they are learning. On the other hand, ESL teachers are interacting with students who live in the target-language country. So, the second group has an advantage over the first group because their context lets them be exposed to the language in a vivid way.

Supplementary Materials

Woodward (2001) states that the most important thing teachers can do before, during and after classes is listening and watching to learners and this will help teachers get invaluable information when choosing supplementary materials in order to teach the different class' topics.

Supplementary materials is significant additional work which is incorporated into or related to the original material but which has some function or faculty to entertain or inform autonomously, physically disconnected from the basic bibliographic unit and habitually in a different medium (Spratt, 2005).

Biemer (1992) add that supplementary materials are vital in EFL classroom because they give motivation, enthusiasm and everything a basic text cannot provide. Yien (1996) suggests that the teachers must realize that textbooks can be one of the

best tools, but they must know that there are other additional materials that can be used too. Lado (1974) argues that supplementary materials do not substitute to the teachers they help to reinforce knowledge and improve language learning.

In addition, Berardo (2006, p. 4) states:

The main purpose of supplementary material is to engage the student into the topic, enhance his interest, and make the lesson enjoyable. It also helps to show things otherwise we will traduce or to prepare the student for a topic.

Considering that fact, it is necessary to take into account that supplementary material must be interesting and motivating. Therefore when electing it, the teacher has to think of the students' needs and the topic of the lesson; in other words, the materials need to be pertinent and appropriate; then, it will empower the lesson and fulfill its objective.

Furthermore, the presentation of the language trough supplementary material should be authentic and simplified, easy for access and acquisition. The supplementary materials also expose the learner to real language situations as much as possible in the classroom This is the role of the supplementary material, it should be genuine; it has to catch the learners' attention and activate their participation (Wlodkowski and Jaynes, 1990).

Material to bring into the class can be infinite; there is a classification of them according to the way they are elaborated (Harmer, 2001).

Visual aids

Visual materials are the most effective ways to teach vocabulary and meaning. Common ones are pictures, flash cards, or posters. Visual aids also include the white

board, maps, charts, word cards, handouts and power point presentation (Wlodkowski and Jaynes, 1990).

According to Haycraft (1997), the whiteboard is the visual material mostly used in language lessons, so that it should be totally planned to be used correctly. Additionally, it can be a complement of other different supplementary materials during English classes.

In order to establish a set of terms related to the use of the white board to be mentioned when analyzing and interpreting the results, it was necessary to compile some general ideas and group them as “common traditional principles on the use of the blackboard” based on what experts and experienced teachers state.

1. Applying clearness and tidiness. When the teacher writes clearly, with a well-sized handwriting, the learners will have a great chance to assimilate the lesson better. There will, also, be no confusion among the learners. They will write down as clearly as the board is. Hence, there will be no spelling problems.
2. Using color vastly. This is, using different colored markers improves the effectiveness of the board. For example *blue* may be used for the known words, *red* for the new lexis and *green* for the affixations or the suffixations (Horsburgh, 1997).
3. Planning the whiteboard work. For an organized use, the white board can be divided in several ways. The most effectively way is called the H model which consists in dividing the white board into four sections. “One part can be kept for pictures, part for writing tables and for lists, or part can be kept

for planned work, part for impromptu work” (Hubbard, Jones, Thornton & Wheeler, 1985 p. 106).

Another idea mentioned by the same authors is “to have one permanent part for vocabulary items even though the teacher has rub most things off that are no longer needed.” The information given in this permanent part will probably benefit from being exposed to the blackboard as long as possible. Also, this will help to make a feedback at the end of the class in order to know if students assimilate the carried out activities as well as the new language.

Additionally, Hubbard et al. (1985) state that in order to avoid the messy and lack of organization it is important to include the planning on how to use the board as a part of the lesson plan. For example, if the teachers need to draw on the board it is important that they practice how to do that.

Regarding the whiteboard drawing, Hubbard et al. (1985) say that many teachers are reluctant to try their hand at blackboard drawing without trying to do that. The simple stick figures are drawings that every teacher can learn to draw easily and use them for drills or picture compositions. The mentioned authors also recommend to teachers to create their own pictures to illustrate short stories for teaching purposes.

Another commonly used visual aid is *Pictures*. They are the simplest and the most used in EFL classroom to provide associations for the learning of the new words. It is important to point that pictures should be big enough so that all the students are able to see all necessary details from where they will be sitting. Pictures should have three qualities to be useful in class: they need to be appropriate for the purpose and the classes, they must be chosen according to the age and they have to be culturally appropriate (Harmer, 2007).

Moreover, Hubbard et al. (1985) state that pictures are useful visual aids that can be used for listening comprehension, games and presenting structure. They can also be used for picture composition. Their usefulness may be increased “if certain parts of them can be made to change or move, e.g. things can be masked or certain objects can be added to the picture with adhesive tape and moved around.” This is especially good for practicing prepositions.

Flashcards also have been in used in education for a long time, they are sets of cards with a word or phrase on one side and its picture on the other. Hubbard et al. (1985, p. 107) recommend to teachers to produce their own flash cards in advance. In this way “they can be made more attractive and colorful and can include details impossible to include in a hastily drawn blackboard picture.” They also state that although the flash cards will probably be used for the same purpose as whiteboard drawings. “They have the advantage of cutting down greatly on time as well as providing variety.”

Posters are simply static, visual mediums, usually of the paper and board variety that educators use to communicate ideas and messages in the classes. The difference between poster and oral presentations is that teachers should let the poster do most of the 'talking', that is; the material presented should convey the essence of the message given to students. Posters may contain pictures as well as lists of words and sentences (Wingo and Schorling, 1960).

Charts and tables are helpful teaching tools, as stated by Celce-Murcia (1988) that can be useful even at low levels if the teacher focuses on students rather than on technical information involving numbers and statistics. These serve to provide varied data coming from a wide variety of sources. For example, schedules for planes, trains, buses, etc, become rich sources of data for focused grammar exercises based

on graphic resources. Thus, this information provides a context for communicative practice of prepositions of location and orientation.

Handouts are other visual aids that work as a perfect complement of the class used to support teaching and learning. In some cases, they are designed by teachers and in some others they are provided by editorials. Depending on the objective of the class, teachers decide to use them totally or partially. The lyrics of a song is a handout, the exam or quiz is a handout, too (Wingo and Schorling, 1960).

Audio materials include the use of songs, recorded dialogues, stories; these aids are helpful to improve the listening skills in an amusing way (Wlodkowski and Jaynes, 1990). *Songs* are important to offer children a new way to expose the language that teachers are imparting, According to Richards and Rodgers (2007, p. 213), “English songs can be used for a wide variety of ESL learning and teaching activities. They can start discussions on a topic or even become the center of debate”

Using *dialogues* is good material to develop listening, reading, and speaking skills. When students learn a dialogue they understand the meaning and that helps them interpret and memorize it after the opportunity to imitate pronunciation of each word of the dialogue. *Stories* are an excellent source of material because students like listening to stories. They identify that they belong to real life and they pay attention to the stories they want to learn how to know what is happening at the end (Byrne, 1987).

Audiovisual materials are devices used by the teacher to help learning. Film, television and video are audio-visual aids. These can become a great support for the students to learn real English when these resources are well used. Their innovative features of sound, movement, vivid image, color, and variety hold an audience's attention and may be used at any part of the lesson (Wlodkowski and Jaynes, 1990).

Regarding the *videos* Williams and Lutes (2006, p. 5) argue:

Video materials are an excellent method of exposing language learners to language used in a wide variety of contexts because of the variety of selections available. They offer a chance for language learners to test their comprehension in situations that they might encounter that cannot be otherwise realistically recreated in classroom. Moreover, they can be used to actively engage students in the learning process.

Another excellent resource is *realia*. Real objects are effective in showing meaning. According to Wlodkowski and Jaynes (1990), *realia* is the best way to teach students by exposing them to the reality with real objects like toys, plants, or fruits. Additionally, Hubbard and et al. (1985 p. 110) claim:

Realia may be used:

- a) For presenting vocabulary,
- b) For presenting new structures,
- c) To help students get into character when acting out a dialogue or doing role-play e.g. if someone is acting the part of a policeman, he can be given a policeman's helmet etc.
- d) As props for dialogues or role-play, so if a scene is taking place in a shop, a lot of realism can be added if real money or real objects are used.
- e) Aids for various games e.g. Kim's game.

Online is a source that can be helpful and dangerous at the same time.

Especially when used with kids and adolescents it should be under supervision.

When it is used in the correct way students can learn English in an active way; they

can exchange e-mails, do exercises, browse different information or texts, or play games (Wlodkowski and Jaynes, 1990).

On the other hand, there are many studies about the usefulness of the supplementary material that support the importance of the research; some of them are described below.

Williams and Lutes (2006) in a study about the use of video materials assess the impact of their use upon the student attitude and specifically how it pertains to motivation. The authors firstly conducted a quantitative study where two groups were selected, a control group and test group. The test group used a video component in eight classes.

The video materials used were Grapevine Video 1, which consists of eight comedy sketches covering basic grammar patterns and functions. Both groups had the same instructor and followed the same curriculum, with the exception of the supplemental video component, and the same evaluation through tests and assignments. An identical questionnaire was distributed to the 120 students at the end of the term.

The results showed that the control and test group generally had positive attitudes toward English classes. However, the test group indicated less neutral attitudes and more positive ones. According to this study video materials can also be an extremely effective intrinsic motivator and they have a significant and positive impact on student motivation and interest. This is consistent not only with the expectations from learning theory, but also with anecdotal experiences. This study concludes that video materials can be a powerful tool as an engaging delivery system, especially when used as part of an active learning approach.

The second study conducted by Chwo, Jonas, Tsai & Chuang (2010) about adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners, two groups were established for the purpose of this study, experimental groups and control groups. Both groups had an instructor who coordinated their teaching. The classes were held throughout the semester.

A standard syllabus was used for listening and speaking classes. Data were collected via three instruments: (1) pre and post Chinese versions of Oxford's Strategy Inventory for Language Learning (Yang, 1992), (2) pre and post tests from both groups, and (3) quizzes from EG. T-test was used to analyze the data. The main mode of teaching was promoting teaching via modeling and practice in order to listening and speaking proficiency. Each unit lesson was also followed by a quiz to evaluate the learning result.

Quizzes focusing on listening comprehension and speaking were given to EG alone after the completion of each unit to assess our participants' progress. After gathering information statistical analysis was used in order to obtain the results. The findings indicate the effectiveness of adopting supplementary materials to enhance strategy use as well as learning outcomes. It is then suggested that in order to expand students' learning capacity, more and diverse materials should be used to supplement the existing textbook in the listening and speaking course.

The third study developed by Shin (2007) reported the need for more CALL (computer-assisted language learning) research in the Korean context through an investigation of Korean secondary school EFL teachers' perceptions and perspectives on the use of internet, and the purpose of this study is to identify how many teachers agreed with the need for internet literacy training and how many of them would like to use Internet-based materials and activities on their classrooms as much possible.

The study used a questionnaire to document Korean secondary school EFL teachers' perceptions and perspectives on the use of the Internet for English language teaching purposes. The questionnaire consisted of three sections: a demographic section to get respondent's background information; a multiple-choice section to find their perceptions and perspectives on the use of the Internet; and open-ended question section to elicit their general opinions or comments on the use of the Internet for teaching purposes in the classroom.

It was distributed on-line and off-line to 150 Korean secondary school EFL teachers in Kyungki and Chugnam provinces in Korea. A total of 101 completed questionnaires had been returned within two month time. The results of the questionnaire indicate that a majority of the EFL teachers actually used the Internet for their teaching purposes, a large number of the teachers (84,1%) agreed with the need for Internet literacy training and most teachers (89,2%) indicated that they would like to use Internet-based materials and activities in their classrooms as much as possible.

The study has demonstrated that the teachers have positive views of the use of internet in teaching EFL while they have difficulties in finding appropriate teaching materials and in integrating Internet resources into their curriculum. When teachers use the internet in the classroom, they need carefully selected Internet resources. To reduce the difficulties, teachers are required to develop Internet literacy and integration skills for themselves. If all EFL teachers undertake well-planned training courses to gain and improve their Internet skills, EFL instruction using Internet resources could be enhanced more actively, collaboratively and consistently across the school system. It is also suggested that schools should be provided with modern, functional computer facilities assisted by technical support.

The last study included in this review of literature is the one written by Kelsen (2009). It has the purpose to explore the use of YouTube in an EFL situation by surveying students' attitudes towards using YouTube to study English and to gauge students' perceptions of using YouTube as a supplement to regular class materials for making classes more interesting.

This study gathered 69 students and made them to watch YouTube video clips during class time and they also were engaged to develop some activities such as completing worksheets, split viewing, watch and tell the story and spark discussions. Throughout the semester, material from the YouTube website was used to supplement the textbook. Before and after viewing, students were made aware of all web addresses through them being posted on the class portal and encouraged to review the clips at home. The students were tested at the end of the semester.

The conclusion of this study shows that teachers and students can be involved in create ways to incorporate YouTube in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment. However, using YouTube in class to motivate students to use this website as a medium to study English outside of class and develop some degree of learner autonomy remains less clear. While teacher guidance is recommended, it is important to allow students freedom to explore on their own and take the first steps toward a journey of learning English through YouTube.

Results

Chart One: Type of supplementary material used to teach children

Variable	Indicators	Yes	No
Visual	flash cards	X	
	power point presentations		
	Maps		
	Pictures	X	
	charts		
	Handouts	X	
	posters	X	
	word cards	X	
	white/black board	X	
	Word document	X	
Audio	Songs		
	dialogues		
	stories		
	Tales		
Audiovisual	videos	X	
	Movies		
	Documentaries		
Realia	objects (toys, plants, fruits)	X	
Online	Websites		

Author: Jenny Ximena Montaña González

Source: 4th, 5th, 6th grades.

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class		
		Pert.	Approp.	Pert.	Approp.																	
Visual	Flashcards																					
	Power point Pre.																					
	Maps																					
	Pictures			X																		
	charts																					
	Handouts																					
	posters							X	X													
	word cards																		X	X		
	Whiteboard									X		X		X	X							
	Word document	X	X																			
Audio	Songs																					
	dialogues																					
	stories																					
	Tales																					
Audiovi	videos					X	X															
	Movies																					
	Documentaries																					
Realia	objects (toys, plants, fruits)		X																			
Onlin	Websites																					

Author: Jenny Ximena Montaña González

Source: 4th grade

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp.																
Visual	Flashcards																			X	X
	Power point Pres.																				
	Maps																				
	Pictures																				
	charts																				
	Handouts	X	X			X	X														
	posters																				
	word cards																				
	Whiteboard	X	X	X	X				X	X	X	X	X	X	X	X					
	Microsoft Word																				
Audio	Songs																				
	dialogues																				
	stories																				
	Tales																				
Audiovi	videos																				
	Movies																				
	Documentaries																				
Realia	objects (toys, plants, fruits)																				
Online	Websites																				

Author: Jenny Ximena Montaña González

Source: 5th grade.

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class		
		Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	
Visual	flash cards							X														
	power point presentations																					
	Maps																					
	Pictures																					
	charts																					
	Handouts																					
	posters					X	X													X	X	
	word cards			X	X																	
Audio	white/black board	X	X							X	X		X	X	X			X	X			
	Songs																					
	dialogues																					
	stories																					
	Tales																					
	Audiovis	videos																				
		Movies																				
		Documentaries																				
Realia	objects (toys, plants, fruits)																					
	Online																					
	Websites																					

Author: Jenny Ximena Montaña González

Source: 6th grade

Chart five: Frequency of use of supplementary material

Variable	Indicators	4 th year (8 years old approx.)	5 th year (9 years old approx.)	6 th year (10 years old approx.)	Total	Percentage
		F	F	F	T	%
Visual	flash cards		1	1	2	6,5
	Power point presentations					
	Maps					
	Pictures	1			1	3,2
	charts					
	Handouts		2		2	6,5
	posters	1		2	3	9,7
	word cards	1		1	2	6,5
	white/black board	3	7	5	15	48,4
	Word document	1			1	3,2
Audio	Songs					
	dialogues					
	Stories					
	Tales					
Audiovisual	videos	2	1	1	4	12,9
	Movies					
	Documentaries					
Realia	objects (toys, plants, fruits)	1			1	3,2
Online	Websites					
TOTAL		10	11	10	31	100

Author: Jenny Ximena Montaña González

Source: 4th, 5th, 6th grades.

Description, Interpretation, and Analysis of Results

This section contains the analysis of the supplementary materials used for teaching English to children in a school. The supplementary materials in the observed classes are qualitatively and quantitatively analyzed considering its pertinence, appropriateness and quality.

Qualitative Analysis

4th grade/ 8 years old

Word document

In the first class of the 4th grade the teacher used a word document as supporting material to teach *vocabulary related to pets* to students. The objective of the class was to teach the names of pets such as: cat, dog, rabbit, fish, bird, and hamster. At the beginning of the class the teacher wrote an initial letter of each pet: c_ _ , d_ _ , r_ _ _ _ _ , f_ _ _ , b_ _ _ , and h_ _ _ _ _ on a word document. Then, the teacher invited the students to look at these incomplete words on the computer, and the students had to guess the names of these animals. After that, the teacher explained the meaning of each word.

The use of the word document as a multimedia material was pertinent because it was related to the topic of the class and helped students to learn vocabulary about pets, thus the teacher could achieve the main objective of the class in a motivating way. Regarding the multimedia teaching materials Liu, Wang, Liao, Hsiang Su and Ta Yu (2009, p. 1) consider that educators need to present several types of multimedia teaching materials for improving the effectiveness of teaching and learning objectivities.

Concerning the appropriateness of the material used in this class it can be said that it was selected according to the students' age and level because the names of the

pets written on the word document were easily learned by students. However, the material could have been better used, for example the teacher could have involved students in more active learning, permitting them write the names of the pets on the word document. Also, the teacher could have asked the students to work in pairs. The teacher should also have let students practice vocabulary in context by writing sentences, questions and other exercises on the word document.

With respect to the quality of the word document used in this class, it is important to note that it was acceptable. The size of the letters was large enough for students to read the words when projected onto a screen which allowed all students to look at the written content. As it was the first time that this material was used in this class it caught the student's attention and they were motivated. When the students looked at the incomplete words they raised their hands asking the teacher to let them participate but because it was the teacher who wrote and completed the words, the students soon lost interest.

Plastic Object: Egg

Other material used in this first class was a plastic egg. The topic of the class was *vocabulary related to pets* and the objective was to teach the names of the animals used as pets. The teacher used a plastic egg to motivate students by playing a game called *hide and seek*. A student was asked to leave the class; the teacher hid the plastic egg. Then, the student went back into the class to seek and find it with the help of his/her classmates who shouted *hot* or *cold*, guiding the student to the hiding place.

The use of this object was not so pertinent because it was not in relation to the topic and objective of the class, though it helped the teacher to create a good learning

environment. According to Wlodkowski & Jaynes (1990) the best way to teach students is to show them real objects like, toys, plants, and fruits.

In this class the object might have been better if teacher had used plastic pets instead of the plastic egg. Regarding the student's age and knowledge, the use of this material was considered to be appropriate because students could understand without any problem all the instructions for the game associating it with its similarity to Spanish; thus, all of them wanted to play because they were excited and happy, however, lack of time prevented all of the students from actively participating as 'the seeker'. In terms of quality, the material was not prepared by the teacher but it was in good condition, it had two colors white and pink.

Pictures (stickers)

In the second class for the lesson entitled *Norway* the teacher used the stickers coming with the textbook as a part of a reading passage. The class had two objectives: a) to learn how a dog can rescue people lost in the snow and b) to teach adverbs of frequency. The teacher started the class showing the six stickers to the students. The pictures (stickers) contained images of: people trapped in the snow, a rescue dog, a dog arriving by helicopter, and a dog running to dig the people out of the snow. The teacher asked the students to look at the pictures and talk about them. After eliciting comments from the students, the teacher explained each one of the pictures by reading the related text. Here, the students were asked to paste each sticker in the corresponding place beside the paragraphs.

The use of these pictures was not pertinent at all because the pictures (stickers) only related to the first objective but they were not addressed to teach adverbs of frequency. Regarding the use of pictures, Harmer (2007) states that the pictures should have three qualities to be useful in class: they need to be appropriate for the

purpose of the classes, they must be chosen according to the age and they have to be culturally appropriate.

As for appropriateness, it should be noted that the material matched the students' age and level because the pictures were accessible to them and the students were able to answer the teachers' questions such as: *What can you see? How does the dog rescue people in the snow?*

Concerning the quality of the material they were in good condition; however the size of pictures was, in many respects, too small to be used in the presentation phase of the lesson. Larger pictures would have been more appropriate.

In this second class, the underuse of supplementary materials was noticeable. The teacher did not use the pictures in a creative way, she merely showed the pictures and gave little information about them in English which she immediately translated into Spanish, and thus students were not actively motivated to use the target language.

Video

The video was an excellent tool for the teacher in the third class. The topic was about 'musical instruments' and the main objectives were to learn the names of musical instruments and their pronunciation. The teacher showed a video which contained a song; she did not need to add supplementary material as the video worked alone. The lyrics of the song named the main instruments such as: clarinet, drums, flute, keyboard, violin, and trumpet, being played by cartoon animals.

In this class the video used was pertinent because it showed students the images related to the topic. Moreover, the teacher used the video to teach the correct pronunciation of the names of musical instruments. The students sang and repeated the names of the musical instruments while they were watching the video.

The appropriateness of this video was noticeable because the age and the students' level were not an impediment to their understanding; they participated in the activities given by the video. The teacher selected the video carefully, taking into account the language used and the students' preferences. Also, the video was spoken in American English with the native accent very clear. Furthermore, the video helped the teacher to create an enjoyable work environment with the students during the length of the class.

The material used for this class was of an excellent quality; the video had bright colors that captured students' attention right away and the song was catchy in that that it encouraged students' to sing along. Also, the students enjoyed watching cartoon characters singing in English. According to Williams and Lutes (2006), video materials permit students to observe and participate in a more active learning experience so they develop their cognitive skills. This activity proved the above statement; the students were really motivated; all of them paid attention to the video and at the end of the class the teacher asked some questions and students raised their hands in order to participate. Here it is observed that observed that images are very important as a motivation tool.

In the eighth class observed, the teacher also used a music video titled *Love you like a love song*. The objective was to motivate the students to participate by listening and watching a music video.

At the beginning of the lesson the teacher made the students only listen to the song. Later she presented the music video sung by Selena Gómez. Then, she gave a handout in which students had to listen to the music video and fill in the blank spaces on the worksheet.

At analyzing the use of this material it is not possible to establish its pertinence because there was not a clear objective for this lesson. There was no communicative practice nor a grammar point to be focused in this class. It seems to be that the teacher's intention was rather to provide the students with a relaxing time while listening to real English. The usefulness of this activity was to make the students develop the listening skill.

In addition, this video was not appropriate to the students' age because it contained images which were too strong for eight year-olds. This video would have been better for adolescents. The teacher did not consider the level of students' knowledge because the grammar was too advanced, the students did not understand many parts of the lyrics of the song; this was one of the reasons why the teacher had to translate them into Spanish.

On the other hand, the quality of this music video was excellent; it was clear and was projected in a big screen, easy to be watched by everybody. The audiovisual material really motivated the students and encouraged them to sing.

Posters

The fourth class topic was *school picnic*. The main purpose of this lesson was to teach students vocabulary to enable them to talk about a picnic. The material used was a poster containing pictures of: a basket, some brownies, cherries, cupcakes, grapes, pasta, peaches, peanuts, a tablecloth, and a thermos flask.

In the presentation phase, with the help of the poster the teacher applied the Repetition technique by asking the students to repeat the new words after her. Then, she invited the class to describe each one of the picnic items, for example: the peach is big but the orange is bigger. Next, she asked different volunteers to point out with his/her finger the words mentioned by her.

The use of the poster is considered pertinent because it matched the topic and the objectives of the class. The teacher used some adjectives to make the students describe the items and compare them.

Considering the level of knowledge of the students as well as their age, the use of the poster was appropriate because the students were able to learn and distinguish items in a correct way, they understood all information provided by the teacher; thus, they easily answered the teachers' questions such as: *What color is this basket?* According to Harmer (2001), *visual* materials are the most effective ways to teach vocabulary and meaning.

In terms of quality, the material was attractive. The images of the poster were large and colorful, allowing students good visibility which motivated them to participate.

White board

To develop the fifth class the teacher used the whiteboard to present the theme; *Food and Quantities*. In this class the objective was to teach expressions related to quantities such as; *a little, a few, and a lot of*. This time the teacher drew seven pictures about food: eggs, a bottle of water, and boxes of juices, cakes, and cookies on the whiteboard and below the pictures she wrote the following words: a little, a few, a lot of.

Then, she encouraged students to write sentences using a little, a few and a lot of, for example: There is a little water, there are a few eggs. In this way, the whiteboard was used according to the topic and objectives of the lesson.

However, the sentences shown on the board did not take into account the age or level of students because they did not have previous knowledge about the meaning

and use of *there is* and *there are*. Thus, they did not catch the meaning of the sentences: *there is a little water, there are a few eggs*.

Here, it can be inferred that the board was not the best resource for this topic, as there are other tools such as flash cards, pictures and realia to attract the students' interest.

Given the students' level it would be fair to say that not all of the students understood the class, especially its relation to quantities with *there is/are*; therefore, the lesson was not quickly assimilated by all students. Only some of them recognized the difference between; *a little, a few, and a lot of*.

Concerning the use of this material it was considered not to be so good because the teacher presented the information on the board in an unattractive way. Thus, not all of students were totally interested in the explanation so that the teacher had to spend time asking the students' attention.

The size of the drawings, the use of only one color of marker and the incorrect use of the space on the board did not provide the students with the possibility to learn the new language. In other words, the teacher did not apply the traditional principles on the use of the board explained in the section Literature Review: 1. Applying clearness and tidiness 2. Using color vastly, and 3. Planning the whiteboard work.

In the sixth class the teacher also used the whiteboard as supplementary material to develop the topic *how much vs. how many*. The objective of this class was to work with the students to ask questions about quantities using '*how many* and *how much*'. The teacher drew some pictures related to food on the board, such as: chocolate, cherries, cheese, cakes, eggs, pears and juice.

Then, she explained the use of *how many* and *how much* by writing questions; for example: *How much chocolate is there? How much cake is there? How many*

pears are there? And students answered the questions accordingly, using: *a little* or *a few*. In this way, the use of the whiteboard was pertinent because it was related to the content and objective of the class.

In terms of appropriateness, on the one hand, the use of the whiteboard was related to the student's age because they easily recognized the drawings; but the explanation of grammar was not clear so that not all students were able to use *how many* and *how much*. Consequently, the class was very challenging for the students, and they were often confused, it can be inferred that the use of the whiteboard was not appropriate.

In relation to the quality of the material, the drawings and questions were written using only a black marker. However, the handwriting was clear and the size of the letters was appropriate to the activities.

Here, the teacher did not follow the traditional principles with reference to the use of different colored markers what could have given a more attractive way to differentiate the count nouns from the non-count nouns.

The use of whiteboard was observed in the seventh class as well. The topic of the lesson was *Detectives* and the main objective was to learn the *simple past*. The whiteboard was used pertinently in relation to the topic and the objective of the class because the teacher drew objects related to detectives; for example a man with a magnifying glass. Also, she wrote some sentences showing the *simple past* tense.

Then, the teacher made four columns of verbs to explain the tense, in the first two columns she wrote regular verbs in the present form and in the other the corresponding past form. In the other two columns she did the same but with irregular verbs. After that, the teacher wrote sentences in order to explain the simple past structure S + Verb in past simple + C.

As the students in this class were 8-year-old children of elementary level, the use of the whiteboard was appropriate because the sentences showing the new structures were written with clearness and tidiness. The students easily understood the sentences and after the teacher explained again how to form the past verbs they were able to do more exercises in their books.

With respect to the quality, the drawing and sentences were written using only a black marker, the handwriting was clear and the size of the letters was appropriate to the activities. Here, the teacher could have used different colored markers to differentiate the verbs written in past tense.

Word cards

The ninth class topic was *imperatives* and its objective was to make the students learn affirmative and negative imperatives. In order to introduce the new subject to the class and to achieve the objective, the word cards were used in a suitable way. First, the teacher modeled the actions of the commands, and then she showed the word cards with the following commands: *cover your eyes, do not make any noise, do not peek, stay quiet, and hide in a good place*. After that, she gave a scrambled word card to each student which they put in the correct order to form suitable commands and then they demonstrated the commands.

The use of these word cards gave the students a clear understanding of the use of commands. The instructions were clear and the activity with the word cards was not difficult for the students because they could easily perform the actions showed in the cards. Consequently, the material was adequate to the students' level and age.

As to the quality of word cards, they all contained well-sized black letters on white cardboard, thus students could easily look and handle them. This material also

motivated students to do communicative practice. The word cards were part of the student's instructional package.

Flashcards

The flashcards were used as supplementary material in the tenth class which had as a topic *what does he look like*, and the objective of the class was to give descriptions of people.

The teacher took the flashcard of an overweight man and asked to the class: What does he look like? Nobody answered. Then, the teacher answered herself: *He is overweight*. Then, she translated her answer into Spanish. She took another flashcard of an old woman and asked: *What does she look like?* A student responded: *I do not like*. The teacher replied: *No! She is old*. Then, the teacher translated it into Spanish.

But in this case the use of the flashcards was not pertinent as it was poorly presented with no clear previous explanation on how the activity was going to be developed, so it was impossible for the students to achieve the objectives of that class. This could have been a fun way to present new language and help students to memorize adjectives to describe people.

This material was not appropriately used as the teacher started with a question containing language the students did not understand. They seemed to be totally lost in this part of the lesson.

Regarding the flash cards Hubbard, Jones, Thornton, and Wheeler (1985) say that they hold the student's attention and can be used anytime; in addition, flash cards are useful to practice speaking. Also, this is an excellent tool to have communicative practice with the learned language.

The quality of the flashcards was very poor because this material was not neat and occasionally even the teacher was unable to recognize what the flashcards showed.

Learning styles

In the 4th grade the teacher used a variety of materials such as: flash cards, pictures, posters, word cards, whiteboard, a word document, videos and a plastic object. After analyzing all these supplementary materials it is possible to note she focused the application of the supplementary material to the visual style so that this clearly shows that she did not take into account the students learning styles and the most benefited were the students owning the visual one.

In addition, the teacher declared in an interview that she did not apply any questionnaire to discover her students' learning styles. To this respect it is said that "the lack of recognition about students' learning style causes the teacher to choose a style which the teacher has been taught or which is the teacher's preference." And this mistake results in less learning and a waste of students' potentialities (Kelly, 2010).

Even though this research becomes a case study, it can be said that it is common that the teachers in Ecuadorian schools focus their teaching practice to both auditory and visual learning styles in their lessons. And, it is hardly observed that they include strategies addressing the tactile/kinesthetic learning style and many students may have this as their strongest learning style. For them, the teachers could find natural places to include kinesthetic learning. For example, they could include simulations, role-playing, debates, or the use of manipulatives.

Finally, it is the responsibility of teachers to discover his/her student's learning styles, since only by finding ways to adapt and learn using other styles students will end up succeeding.

5th grade/ 9 years

Whiteboard

In the first observation the topic was *past tense* and the objective was to make questions and answers using the past tense. The whiteboard was used to introduce the topic to the class; the teacher began the class with the *hangman* game to revise the present and past tense of the verbs. She drew some lines on the board and invited the students to look at these lines and they had to guess the phrase saying letter by letter. After that, the teacher completed the phrase: *Where was Fred?* and she explained what *Past Tense* is and after that she wrote some questions and answers were written using the structure of the past verb S+ Verb in Past + C.

In this first class the use of the whiteboard was pertinent because it was aimed to achieve the objective of the class. Regarding the appropriateness, the use of the whiteboard was suitable in relation to the student's age and level since the word game given by the teacher was very useful for the students to learn the new structures.

In addition, the quality of the used whiteboard was good enough because of its excellent conditions. The distribution of the information was very good and what the teacher wrote on it was possible to be seen from any location of the classroom. The teacher also used two different colored markers, red and black for the questions and the answers. The class was motivated and wanted to participate when the teacher started the hangman game. The students wanted to continue playing and raised their hands for the teacher let them write examples using past tense on the board.

Here, the teacher applied successfully the traditional principles of using the blackboard.

The material used in the second class was the whiteboard to explain the use of the auxiliary *Did*. The main objective was to make questions and answers using this auxiliary. The teacher wrote the use of the auxiliary and the pattern:

Did +S+ the base form of the verb + C?

She explained that the formula is for questions. To explain the short answers she wrote *Yes, I did/ No I did not*, on the board.

Then, the teacher wrote questions and answers; for example: *Did you eat fruit? Yes, I did.*

From the exposed discussion it can be inferred that the use of the board was pertinent because it was in relation to the topic and objectives of the class.

This material was appropriate to students' age and level because when the teacher encouraged the students to do grammar exercises in their books, they easily carried out them. Thus, it was evident that they understood the class; students wrote sentences and they seemed motivated to participate

The used board was in perfect conditions. And the teacher applied the three traditional principles on the use of the whiteboard.

In the fourth class the material used was the same as in the second one. It was the whiteboard to develop the topic *Super heroes* and the objective was to input vocabulary about household items.

The teacher wrote six household items: armchair, bathtub, bookcase, carpet, coffee table and desk, on one side of the board and on the other side she drew their respective pictures. Then, the teacher asked students repeat the words after her. Also,

she asked the students to write in their notebooks what she had written on the board. This was the only exercise developed throughout the whole class.

The drawings and the board were pertinent because these contributed to partially achieve the objective of the class. But it would have been more beneficial for them to orally practice questions such as *Are there five desks in this class? How many carpets are there in the class?*

Regarding the appropriateness, the use of the whiteboard was appropriate for the students' level and age because the content was clearly displayed and explained, engaging the students to understand more effectively, they also showed real interest in this class; they demonstrated a knowledge of the vocabulary used. Here, it was observed an unnecessary use of the Spanish language by the teacher to translate the new vocabulary because the drawings were clear enough to show the meaning of the new words.

The quality of the board work was quite good and the contents provided by the teacher were well organized; on one part of the board the household items were written and on the other side the pictures, which were easily seen, and the marker was of a good quality.

The topic in the fifth class was *electrical appliances* and the objective was to teach the names of electrical appliances. This objective was achieved through the use of the whiteboard. The teacher drew eight electrical appliances with the corresponding names, for example: blender, toaster, CD player, fridge, TV, coffee maker, iron, and microwave.

When the students looked at all electrical appliances, they repeated the pronunciation after the teacher. Then, the teacher turned on the CD player and the students listened to recorded sounds of various machines and tried to recognize

which ones were which. Consequently, the material was pertinent because it contained information about electrical appliances which was the topic of the class.

The use of the whiteboard was appropriate to the students' age and academic level, the written vocabulary on the board was easy to understand and learn. The students could label the names of the electrical appliances in their books. They completed this activity successfully.

The quality of the material was excellent, the designed drawings and hand writing were presented with clearness and tidiness, allowing students to recognize them. Also, the students were curious to know what the teacher was going to draw. This resulted in a way to catch their interest.

In this class, the traditional principles on the use of the whiteboard were applied.

Similarly, the whiteboard was used during the sixth observation, it was a Grammar class. Its main topic was *past continuous*. The main teaching objective of the class was to handle the *past continuous* and use it in questions and answers. At the beginning of the class, the teacher introduced the topic in a funny way and it helped to grab the students' attention. The teacher asked the students to do what they wanted, she went out of the class and they started playing, jumping, running and doing whatever they liked. After three minutes the teacher came back and asked them about the activities they had done, then, she wrote on the board the corresponding verbs according to student's actions and she explained the use of *past continuous* with the formula S + was/were + infinitive + ING+ C.

Then she wrote and asked the question: *What were you doing?* And students answered this question on their notebooks using the learned formula. Consequently, in this class the use of the whiteboard is considered pertinent because it helped the

teacher to explain the structures of this tense, thus students learned how to formulate questions, how to give positive and negative answers and when to use the correct tense. The white board was an excellent aid, allowing the students to handle this tense.

Analyzing if the material was appropriate, the teacher considered the students' age and level, writing easy examples on the whiteboard which helped them to memorize the structures faster; also, students understood the examples because they were able to use the structure in the sentences.

The whiteboard was used effectively, since the words were well sized and permitted to be seen from any part of classroom. Thus, the traditional principles on the use of the board were applied in this class.

In the seventh lesson observed, the whiteboard also was used to explain the topic *Interrupted past actions*. And its objective was to teach Interrupted actions in progress. The teacher wrote on the right part of the board the use of the word *When* and she explained that the *Past Continuous* is often used when one action in progress is interrupted by another action in the past. We usually use *when* or *while* to link these two sentences.

After that, she wrote the formula (S + was/were + Verb+ ING+ When+ S+ Verb in past) in order to better explain the topic. And, on the left side of the board the teacher wrote: *I was talking with James when the telephone rang; Angelica was playing tennis when the plane crashed. When Bob was painting the windows, it started raining.* Here it is observed that the content written on the white board was in relation to the topic of the class, thus the use of this material is considered pertinent.

Concerning appropriateness, focusing the students' age and level, the teacher created easy examples that allowed to students understand the structure of this tense.

The teacher directed her attention to the students by encouraging them to actively participate through communicative practice.

The quality of the material used was very good; the teacher wrote with letters large enough for all the students in the classroom to see. In addition, she used different colored markers to highlight a word when required, so that students could differentiate this word easier. Even though the teacher did not divide the board for different sections, as recommended by experts, it was helpful for students to understand the topic better and achieve successfully the objectives of the class.

In the eighth class the whiteboard was the only supplementary material used to explain the grammar structures focusing the modal auxiliaries *could/could not*. The teacher wrote on the whiteboard some sentences with *could/could not* and explained when and how to use them. After that, the teacher asked each student the following question; *could you swim when you were six?* The students answered using *could/could not*. Here it is observed that the content written on the white board was in relation to the topic of the class, thus the use of this material is considered pertinent

However, the board used was not appropriate for the students' age and level, due to the teacher's lack of organization in explaining and writing the grammar rules. Also, the teacher used Spanish to explain the terms because the students did not understand them in English. Thus, children could not understand the topic of the class at first, since the whiteboard was full of words and difficult examples which confused them and made them lose interest in the subject. Moreover students were not motivated at all and constantly interrupted the class.

In terms of quality, the whiteboard was not used with creativity or originality, mostly because the teacher used small sized letters and a black colored marker to

write. There was no sense of organization when writing on the board which made it difficult for students to write down the information in their notebooks.

Here, it would have been beneficial to divide the board into an area to show a list of some modal auxiliaries as a permanent part in order to refresh the student's memory. Another section of the board should be used for the sentence examples. This point is mentioned by Hubbard in the revision of Literature section.

Handouts

Additionally, handouts were employed in the first class which had as topic: *past tense* and the objective was to make questions and answers using past tense. This material was used as a means of practice to reinforce the students' knowledge about the formation of sentences in past tense. The students had to answer questions such as: *Was there a girl? Were there any spiders? Was there a panda? Was there a shark? Were there any giraffes?* The handouts were explained by the teacher and they contained a text which students read, then they answered using the *past simple* tense.

Wingo and Schorling (1960) states that handouts are other visual aids that work as a perfect complement of the class to support teaching and learning. In this case the handouts used had clear instructions which all the students could follow; the content of the handouts were appropriate to the age level and they helped the teacher to evaluate the students' knowledge. The quality of the material was good; it was black and white and well printed. With this material the students showed interest to complete the questions.

In the third lesson, a handout was used to study about *Australia*. The objective was to reinforce a previous class about the Blue Mountains National Park in Australia. According to Wingo & Schorling (1960) in some cases handouts are

designed by teachers and in some others they are provided by editorials. Depending on the objective of the class, teachers decide to use them totally or partially. The lyrics of a song, an exam or quiz are handouts.

But in this class the handouts were provided by editorials and these contained two tasks; the first one allowed practicing of the learnt vocabulary, and in the second the students had to complete information about Australia. The handout was used in relation to the topic.

Furthermore, this material was used appropriately to the student's age and level. The handout did not contain complex activities, nor new lexical structures, thus avoiding confusing the students. The students began by developing the vocabulary section which consisted of arranging letters to form words and drawing pictures to reflect their meaning. Next, they worked on the section which required them to read the information and then underline the correct answers about Australia.

Considering the quality of this handout, it did not interfere with the understanding of the activities, rather it enhanced it. It gave students the chance to practice the vocabulary and remember the information they were studying about Australia. This handout was a photocopy of some other books which had a similar theme which they had already learnt. This class was fruitful, since the learners enjoyed the material.

Video

In the ninth observation of fifth grade, the teacher used the same video used for the fourth grade, titled *Love you like a love song*, this video was known by all children and sung by Selena Gomez. The objective was to motivate the students to participate by listening and watching a music video.

First, the teacher asked the students to listen to the song, then, she showed the music video and she gave a handout in which students had to complete the blank spaces with words from a box.

The use of this audiovisual aid was related to the objective of class for that reason, it was considered pertinent. Also, it allowed students to develop their cognitive skills as Williams and Lutes (2006) argue.

However, this video was not appropriate to the students' age because it contained images inappropriate for children of nine years old. This video would be better used for adolescents. The teacher had not considered the level of students' knowledge because the grammar was too advanced; the student's did not understand the lyrics of the song. This was one of the reasons why the teacher translated the lyrics into Spanish.

The quality of this music video was excellent; it was clear, and of good size. This audiovisual material really motivated to students and encouraged them to sing because they liked it although they did not understand the lyrics.

Flashcards

Flashcards were effectively used during the tenth class observed, because all their images helped students understand the topic: *comparatives and superlatives* and the objective was to learn the use of long adjectives with comparatives and superlatives.

The use of these flashcards was totally related to the topic and the objective of the lesson because this material showed some pictures about sunglasses and watches in order to show the differences between them, *the sunglasses are more expensive than watches*. After that, students wrote more examples on their notebooks. The

flashcards were appropriated because all the students were able to recognize the pictures and understand them and enhanced the class' participation.

With respect to the quality of the flashcards, they were visible to the whole class and the images were very clear and were of an excellent quality in size and color. These were not created by the teacher, but were part of the teacher's resources which accompany the textbook.

Learning style

Felder (1995, p. 21) claims that students learn in many different ways by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing, which means that teachers need to find different teaching techniques and good materials to use in the classroom.

In other words, this author proposes that teachers should take into account the three known learning styles when they teach English. However, in the 5th grade, the teacher used the white board as the main supplementary material to explain almost everything in the lesson, without taking into account the student's abilities and needs in relation to their learning styles. Thus, it is possible to say that the visual learning style was mostly considered through the white board, flashcards and handouts.

As mentioned in the analysis of the 4th grade, experts state that the lack of knowledge about the students' learning styles results in that their potentialities are not being enhanced. In this 5th grade, the only benefited would be the students having a visual learning style.

It is felt that the teacher could improve the teaching learning process by getting to know the students' learning styles and preferences at the time of planning and teaching. Thus, the teacher will be able to design or create adequate supplementary materials and get successful classes.

6th grade/ 9 years

White board

In 6th grade, the topic of the first class observed was *The Power of Nature*. The whiteboard was used in this class with the objective of teaching vocabulary related to natural disasters. Regarding the pertinence, it was noted that the use of this teaching aid was directly related to the content of the class. The teacher wrote: drought, earthquake, eruption, hurricane, tornado, tsunami, and tremor. Also, she explained these words through some board drawings and then wrote a mini-dialogue using this vocabulary. This mini-dialogue was used as a model for speaking practice. Using the whiteboard helped the teacher succeed in accomplishing the objectives of the lesson.

Regarding appropriateness, this supplementary material was used according to the level and age of the learners since the mini-dialogue written on the whiteboard contained the names of natural disasters, short sentences and simple phrases: *Oh, it is a tremor, Hurry up, What is happening?, Help me please*. These phrases were easily grasped by the learners.

In addition, the dialogue modeled on the whiteboard was repeated three times by the students along with the teacher. After that, the learners in pairs, came to the front of the class and had communicative practice by using the learned vocabulary through a mini-dialogue.

As for quality, the pictures drawn on the whiteboard were stick figures; the handwriting of the teacher was legible; the mini-dialogue was written with two colors, one for the phrases used to give directions during natural disasters, and another for the rest of the dialogue. Therefore, the whiteboard was an excellent tool which allowed the teacher to stress the new taught vocabulary. Regarding the

traditional principles of using the board, it can be inferred that most of them were applied in this lesson.

The white board as a supplementary material was also used during the fifth class. It was used to explain the structure of the *present progressive*. The teacher made drawings showing different actions while she wrote some sentences on the whiteboard as for example: *The boy is playing*.

The use of the board in this class was pertinent because it was used according to the class and student's needs. Consequently, this material was considered appropriate to student's level and age.

Each time a student guessed the correct action drawn on the board, while he/she wrote sentences. In this way, the students wrote accurate sentences and they seemed motivated to participate because the teacher encouraged them to play mimes and gestures. According to the quality, it is important to note that the handwriting and drawings were clear, thus the teacher followed the main traditional principles on the use of the board.

The white board in the sixth class was used to explain the topic *Food*. To present the objective of the class which was to teach *countable nouns* the teacher drew a chart where she included a list of words related to food and wrote sentences using this new vocabulary. Here, the teacher explained each part of the chart emphasizing the countable nouns and illustrated some of them with drawings.

In addition, the teacher dictated to students some sentences and they had to circle the correct countable noun. Also, she dictated questions to be answered using uncountable nouns and the vocabulary learned.

Concerning the appropriateness, this material was suitable in relation to the students' age and level. But the information was not displayed on the board in an

organized way. The teacher wrote so many words in the chart so that students took a long time to recognize them. Moreover, after the explanation of *countable noun*, the teacher wrote so many rules provoking the messy. This made the students get confused and the objective of the class was not fulfilled successfully.

Additionally, it was observed that the teacher used just one color of marker for the chart, and the food items were drawn in a messy way. Here, the teacher did not follow the traditional principles with reference to the use of different colored markers what could have given a more attractive way to highlight the countable nouns.

In addition, the white board could have been divided in a better way as mentioned by Hubbard, Jones, Thornton, and Wheeler (1985). For an organized use, the white board can be divided in several ways but the most effectively way is called the H model which consists in dividing the white board into four sections. “One part can be kept for pictures, part for writing tables and for lists, or part can be kept for planned work, part for impromptu work”.

In the seventh class, the teacher also used the whiteboard for the topic “My body” whose objective was to teach new vocabulary related to the parts of the body. The use of the whiteboard supported the teacher to give the class in a productive way encouraging students to work hard and to develop the task by themselves in this way the use of white board was pertinent.

The teacher considered the age of children to use the whiteboard making creative and interesting drawings (mouth, shoulders, eye, nose, arm, elbow, hand, fingers, and leg) and asking kids to label them by writing on the board the names of each body part. This activity helped children to learn new vocabulary and to participate actively in the class.

Taking into account the level of knowledge of children, the teacher used the whiteboard to introduce appropriate vocabulary related to the parts of the body, which motivated students to develop the tasks easily. This is, this allowed them to recognize the meaning of the different drawings.

In this class the whiteboard was effectively used. The teacher organized the space on the board adequately to place the drawings with their names. Here, clearness and tidiness were observed. The colors of markers and the size of drawings attracted the students' attention and helped teacher to expose her class efficiently. Regarding the traditional principles of using the board, it can be inferred that most of them were applied in this lesson.

The ninth class' topic was *Introductions* and the objective was to socialize personal information with others. The whiteboard was utilized to reinforce the information questions using the appropriate grammar structure. The teacher wrote key questions such as *What is your name?, How old are you?, Where do you live?,* She also wrote the corresponding answers as to pattern the exercise *My name is Pedro. "I am 10 years old, I live in Pradera.*

The use of the board was pertinent because the phrases were written on the board and they helped the learners understand and meet the objective of this class, which was to share personal information. It was also appropriate; the content was clearly displayed and explained, engaging the students to easily use this language in communicative practice.

Here, the teacher mostly followed the traditional principles. With reference to the handwriting it was clear and well sized. She used different colored markers to differentiate questions and answers. Even though the white board was not divided

using H model as mentioned Hubbard, Jones, Thornton, and Wheeler (1985) the content written on the white board was clearly displayed.

Word Cards

Word cards were used during the second observation. It was a Grammar class. The topic was *Long adjectives*. The objective of the class was to teach adjectives that describe natural disasters. The teacher presented many word cards with the names of natural disasters and long adjectives, such as: earthquake, hurricane, tsunami, tremor, terrible, difficult, and mysterious, then the teacher put all word cards on the board and asked students to form sentences using the learned vocabulary.

Next, the teacher explained the rules of the use of long adjectives. Students had to write and use the word cards to form sentences in their notebooks; this activity allowed the teacher to achieve the objective of the class. Consequently, this material was effectively used, since all students knew the exact meaning of each word card and how to use it within the sentences. Therefore it was appropriate for the age and level of the students.

Students felt motivated with the use of supplementary material. The type of letters presented in the word cards were of an excellent size and color, they were also clear and understandable, making students feel motivated to watch, understand, and work with them. However, the teacher did not prepare the material himself, it was supplied by the school.

Posters

During the third observed class in the 6th grade, a poster was used to present the topic *Monkey's Park*. The teaching objectives of the lesson were to identify different party accessories (a basket, fork, knife, and a cake). Regarding pertinence,

the use of this supporting material was pertinent to the content of the class, the poster illustrated numerous monkeys having a party and using the related accessories.

The teacher used the poster to present the topic of the lesson and to elicit the students' participation in the class. Furthermore, it was observed that the learners used the new words, forming sentences in their notebooks. Also, in groups of four, talked a little about what they need when they have a party. Accordingly, the use of the poster helped the teacher accomplish the aims of the class.

Regarding appropriateness, it can be affirmed that this supplementary material was in relation to the learners' level, interests, comprehension, and age. This visual aid contained attractive pictures which allowed the teacher to model simple examples, as the one mentioned above. This facilitated the students' understanding of the new words.

In terms of quality, the poster was large enough, with strong outlines and contrasts in tone and color. The attractive, colorful design and excellent graphics of the poster played a key role in both contextualizing the language the learners were using and encouraging them. In effect, the poster contributed to create an environment in which the learners actively participated.

For the tenth observed class, which had the topic *Time*, the teacher also used a poster to accomplish one of the objectives of the lesson: To review vocabulary about time. She used this material to point out key words and practice expressions related to *time* (What time is it? It is ten o'clock). All the students participated and recalled the new vocabulary. The poster was used effectively.

As the teacher asked the children to answer questions about *time*, she pointed at the poster to help them to recall the information. The students enjoyed and understood the activity; consequently, this material was used appropriately.

The quality of the poster was excellent with nice images, such as a watch with a happy face on it showing the time. It also contained key words to give the students extra support when they were participating. The material awoke the interest in the students and they showed that they liked the poster. This formed part of the English instructional program.

Flashcards

The fourth class was about *Hobbies*, the teacher provided the students with flashcards so they could participate individually, in order to accomplish the lesson's objective: Use *present simple* to talk about hobbies. The students had to elaborate sentences in present simple and elicit the actions from them (I like to sing, John plays football)

When the teacher showed the flashcards to the students, they were interested and curious, but soon they got bored because they only had to say one sentence and then had to wait for everyone else to participate. As a result, the flashcards were not totally pertinent for this class because it was a tool useful to attract the students' attention only for some minutes.

But in this case the material was not appropriate for the students' age and level of knowledge because the students did not understand the pictures.

The quality of the flashcards influenced the interest of the students, because they were just photocopies on construction paper, they did not have much color and the images were not very clear. In general, the students did not like the flashcards.

Regarding the flash cards, Hubbard, Jones, Thornton, and Wheeler (1985) recommend to teachers to produce their own attractive and colorful flash cards including details to show what is relevant for the class. "They have the advantage of cutting down greatly on time as well as providing variety."

Videos

Concerning class eight, a music video was used, it was titled *Love you like a love song*. The objective was to motivate the students to participate by listening and watching a music video. This was the same vide used for the other grades.

At the beginning of the lesson the teacher made the students only listen to the song. Later she presented the music video sung by Selena Gómez. Then, she gave a handout in which students had to listen to the music video and fill in the blank spaces. The students were singing and at the same time they were watching the video. They liked it very much.

At analyzing the use of this material it is not possible to establish its pertinence because there was not a clear objective for this lesson. There was no communicative practice nor a grammar point to be focused in this class

Additionally, this video was not appropriate to the students' age because it contained images which were not appropriate for students who were 10 years-old. This video would have been better addressed for adolescents.

On the other hand, the teacher did not consider the level of students because the grammar was advanced. They did not understand the lyrics of the song, so the teacher had to translate them into Spanish.

The quality of the material used in this class was excellent. This awoke their curiosity to find out what would come next; although, they did not understand the lyrics of the music video. Furthermore, the video helped the teacher to create a nice environment of enthusiasm to work during the whole class.

Learning style

In the observations done in the 6th grade with children of 10 years old, the teacher used four supplementary materials to explain her English classes the white board, flashcards, posters and word cards. But the white board was used as the main supplementary material to explain almost everything in the lessons.

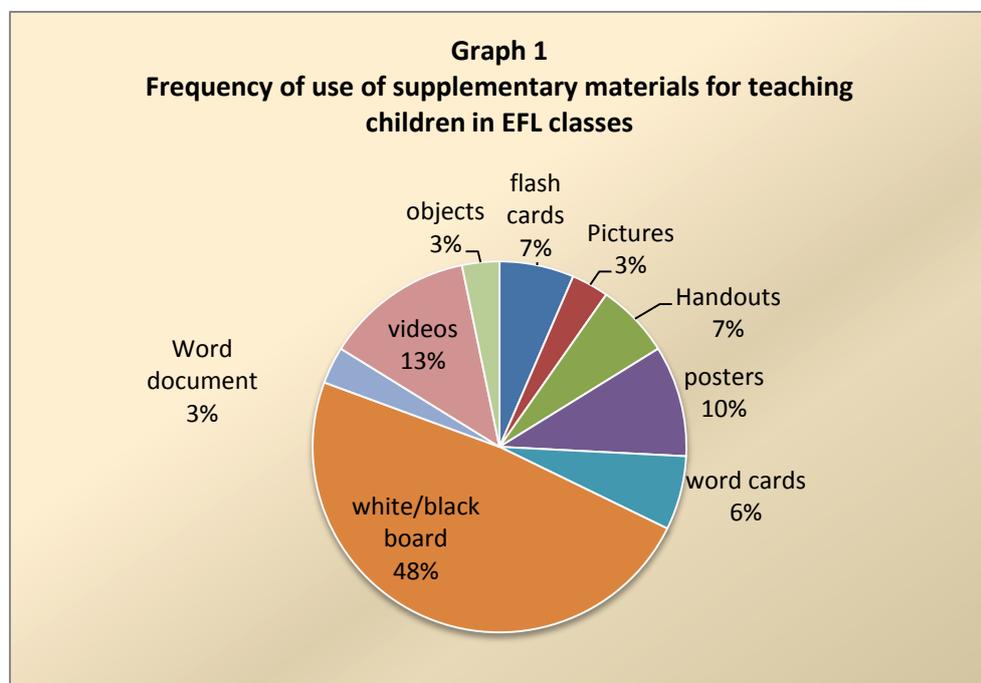
Thus, it is possible to say that the teacher did not take into account the student's abilities and needs in relation to their learning styles. She mostly considered in her classes the visual learning style so that the only benefited were the students having this learning style.

It becomes a great mistake not to be aware that every child has his own style to learn. English teachers should consider all the learning styles as an important part in the teaching learning process; therefore, they will apply the teaching principles and techniques suitable for them, as well as a variety of related materials. Thus, all the student's needs will be covered and they will end up succeeding.

Quantitative Analysis

The quantitative analysis is based on the results of 30 classes observed in different classrooms of an elementary school. The results obtained in the research show that 9 different types of supplementary materials were used in the classes observed; these were flashcards, pictures, handouts, posters, word cards, whiteboard, word document, videos and objects (egg of plastic) which were used 31 times.

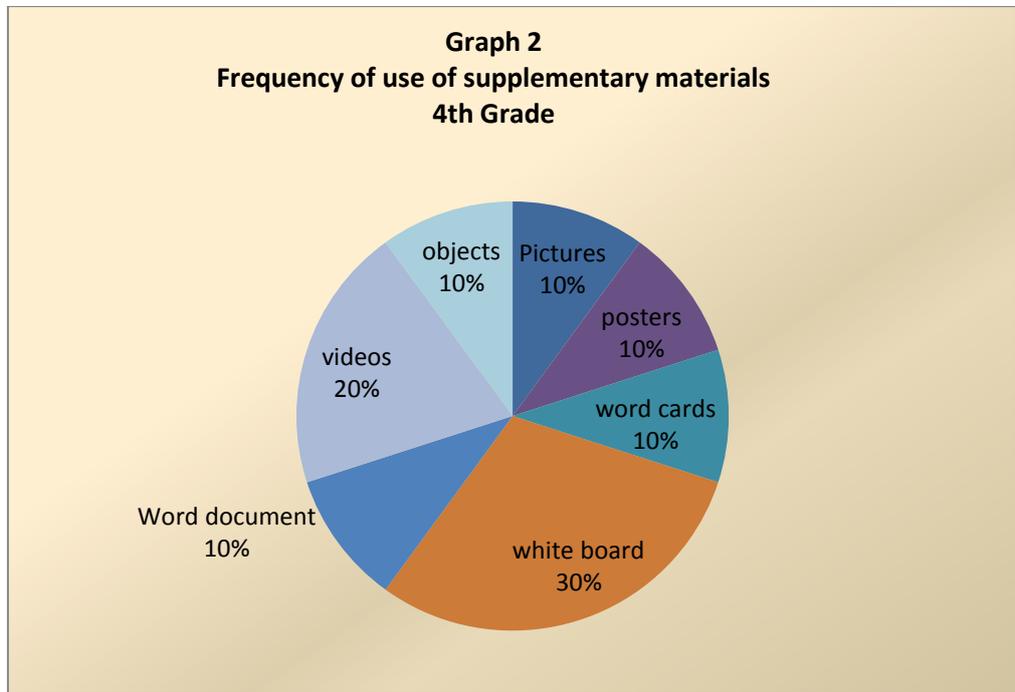
Graph 1 illustrates that the white board was used 15 times which represents 48.4%. The use of videos was also high, they were applied 4 times belonging to 12.9%. Next material frequently used by the teacher was the poster with a usage of 9, 7% equivalent to 3 times out of 31; while the statistics indicate that flashcards, handouts and word cards were used twice that is 6,5%. Finally, pictures, object (plastic egg) and a word document were observed once corresponding to 3.2% of time. These values are graphically represented as follows:



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Source: 4th, 5th, 6th grades.

Making an analysis about the frequency of the supplementary materials used on each grade, in the following statistical charts the results obtained are showed:



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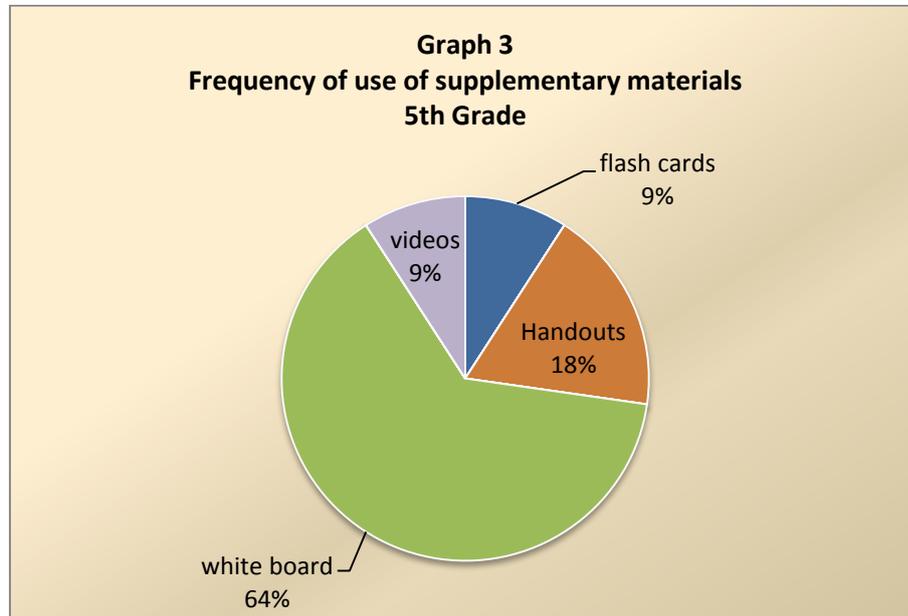
Source: 4th grade.

As the graph 2 shows, in the fourth grade the teacher used 7 supplementary materials in the 10 observed classes. The white board was used 3 times that is 30 % which means that this visual aid was the most used due to its accessibility and availability into the classroom.

According to frequency of use, the second supporting materials were videos, which were used 2 times which represents to 20 % according to the graph 2. The teacher considered appropriate to use these visual aids because videos helped children to visualize and understand new vocabulary.

Pictures, posters, word document, and objects were used 1 time, corresponding to 10%. These visual aids were used only 1 time in this grade because not all topics are suitable for the use of these materials; therefore, the teacher is who

must choose the appropriate material to teach her class. However, in this grade these materials help the teacher to motivate and encourage children to participate in the classroom even though some of them were not applied effectively.



Author: Jenny Ximena Montaña González

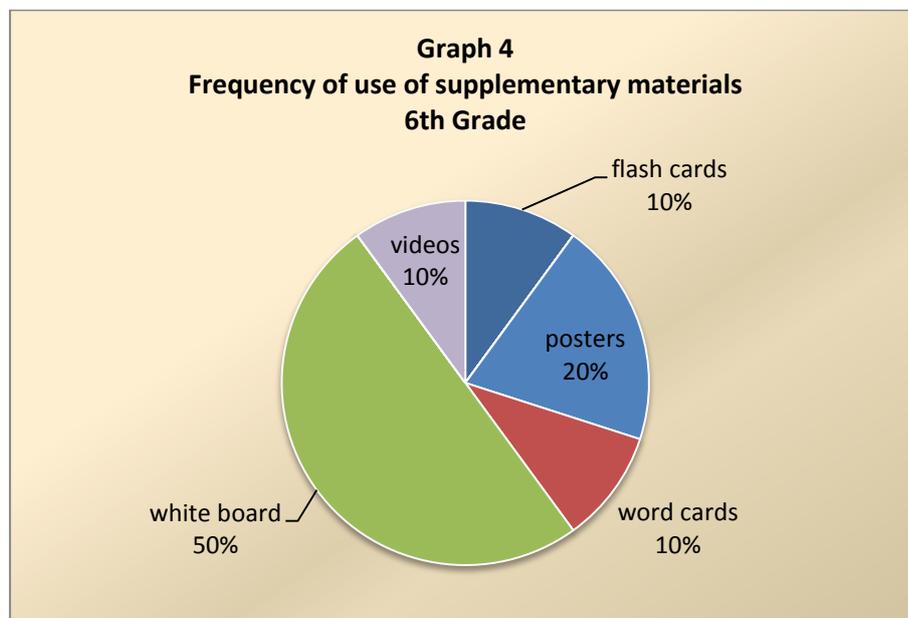
Source: 5th grade.

According to the graph 3, in the 5th grade the teacher used the whiteboard 7 times that is 64% which means that this visual aid was the most used into classroom, the main reason is that this material is the most common and it remains all the time in the classroom; moreover, the teacher can use the white board at any time in the teaching process.

Handouts in the 5th grade were twice used which means 18%. The use of this supplementary material helped the teacher to reinforce the new vocabulary and develop the writing skill. The teacher worked few times with handouts because not all topics were appropriated to develop through handouts.

Videos, word cards and flashcards were used 1 time corresponding to 9%. The low use of the video into the classroom is due to the fact that the class time was short

even though this educational institution owned an English Lab which could have been used frequently in order to develop listening and speaking skills; the word cards and flashcards were used rarely by the teacher, because not all topics were appropriated to develop through them.



Author: Jenny Ximena Montaña González

Source: 6th grade.

The Graph 4 shows that in the 6th grade, the use of the whiteboard was of 5 times that is 50%. The teacher used this supporting material in the most of her classes because it is a useful tool that remains in the classroom all the time, and it facilitates the explanation of almost all the lessons.

The teacher used also the poster with a frequency of 2 times it means 20%. The use of this visual aid was due to the fact that the teacher had to use the posters in order to introduce the units of the classes which mean that not all lessons can use posters.

The use of flashcards in this grade was of one time which represents to 10%. According to the opinion of the teacher the use of flashcards helps children to

assimilate the new lessons better through visualization. Taking into account the data exposed on the graphic, word cards and videos were also used only once, equivalent to 10%. The low percentage of word cards and videos used in the classroom, according to the teacher's opinion, is because the class hour is short and there is not enough time to play videos and to do other activities.

Conclusions

- ✓ There were nine types of supplementary materials used in the classes: flashcards, pictures, handouts, posters, word cards, white board, word document, videos and objects. Then, children learned English in a more enjoyable and efficient way.
- ✓ Most of the supplementary materials used in the classes were pertinent to the topic and objective of the lessons.
- ✓ Almost all of the supplementary materials were appropriate because they were used considering the age and level of the students; therefore, these materials motivated students to work with in an interactive way.
- ✓ The quality of almost all of the supplementary materials was good enough. That means the supporting materials were well-designed with attractive features.
- ✓ The whiteboard was the supplementary material most frequently used because its availability into the classroom. On the other hand, flashcards, posters handouts, word cards, pictures, word document and videos were used but not as frequent as the whiteboard was.
- ✓ The supplementary materials were no varied enough to match all the learning styles. Only the visual learners were benefited because none of the materials were suitable for auditory and kinesthetic learners.

Recommendations

- ✓ Teachers should select supplementary materials in accordance with the topic and objective of each lesson as well as the students' needs, age, level and excellent quality in order to ensure the success of their classes.
- ✓ Teachers must use online materials in their EFL classes with children, because they have to remember that kids are living in the technology age and they are perfectly capable of using it at any time.
- ✓ Teachers should identify their students' learning styles in order to select and use materials that match all the learning styles, so that the students can assimilate their classes properly and effectively.
- ✓ The educational authorities should provide the teachers with the necessary resources because they need to prepare suitable supplementary materials for each class. As a result, teachers and students would be motivated and the EFL classes will be productive.

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ANNEXES

Annex A

Chart One: Type of supplementary material used to teach children

Variable	Indicators	Yes	No
Visual	flash cards		
	power point presentations		
	Maps		
	Pictures		
	charts		
	Handouts		
	posters		
	word cards		
	white/black board		
Audio	Songs		
	dialogues		
	stories		
	Tales		
Audiovisual	videos		
	Movies		
	Documentaries		
Realia	objects (toys, plants, fruits)		
Online	Websites		

Author: Jenny Ximena Montaña González

Source: 4th, 5th, 6th grades.

Annex B

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp.																
Visual	flash cards																				
	power point presentation																				
	Maps																				
	Pictures																				
	charts																				
	Handouts																				
	posters																				
	word cards																				
	white/black board																				
Audio	Songs																				
	dialogues																				
	stories																				
	Tales																				
Audiovisual	videos																				
	Movies																				
	Documentaries																				
Realia	objects (toys, plants, fruits)																				
Online	Websites																				

Author: Jenny Ximena Montaña González

Source: 4th grade.

Annex C

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp.																
Visual	flash cards																				
	power point presentation																				
	Maps																				
	Pictures																				
	charts																				
	Handouts																				
	posters																				
	word cards																				
	white/black board																				
Audio	Songs																				
	dialogues																				
	stories																				
	Tales																				
Audiovisual	videos																				
	Movies																				
	Documentaries																				
Realia	objects (toys, plants, fruits)																				
Online	Websites																				

Author: Jenny Ximena Montaña González
 Source: 5th grade.

Annex D

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp.																
Visual	flash cards																				
	power point presentation																				
	Maps																				
	Pictures																				
	charts																				
	Handouts																				
	posters																				
	word cards																				
	white/black board																				
Audio	Songs																				
	dialogues																				
	stories																				
	Tales																				
Audiovisual	videos																				
	Movies																				
	Documentaries																				
Realia	objects (toys, plants, fruits)																				
Online	Websites																				

Author: Jenny Ximena Montaña González
 Source: 6th grade.

Annex E

Chart five: Frequency of use of supplementary material

Variable	Indicators	4 th grade (8 years old approx.)		5 th grade (9 years old approx.)		6 th grade (10 years old approx.)	
		f	%	f	%	F	%
Visual	flash cards						
	Power point presentations						
	Maps						
	Pictures						
	charts						
	Handouts						
	posters						
	word cards						
	white/black board						
Audio	Songs						
	dialogues						
	Stories						
	Tales						
Audiovisual	videos						
	Movies						
	Documentaries						
Realia	objects (toys, plants, fruits)						
Online	Websites						
TOTAL			100%		100%		100%

Author: Jenny Ximena Montaña González

Source: 4th, 5th, 6th grades.

Annex F

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° ____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

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

Visual	flash cards	
	power point presentations	
	Maps	
	Pictures	
	charts	
	Handouts	
	posters	
	word cards	
	white/black board	
	Word document	
Audio	Songs	
	dialogues	
	stories	
	Tales	
Audiovisual	videos	
	Movies	
	Documentaries	
Realia	objects (toys, plants, fruits)	
Online	Websites	

Annex G

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

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

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

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

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

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

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

How do you consider the quality of the used material?

Annex H

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° ____

GRADE: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?					
¿Te ayudó a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con que materiales crees que aprenderías mejor el tema de clase?					
VISUALES · flash cards () · diapositivas () · mapas () · gráficos o fotos () · tablas u organizadores gráficos () · hojas con actividades () · posters () · tarjetas con palabras () · pizarrón blanco o negro ()		AUDIO · canciones () · diálogos () · historias () · cuentos () AUDIOVISUALES · videos () · películas () · documentales ()		OBJETOS REALES · objetos: () (juguetes, plantas, frutas, etc.) ONLINE · 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 I

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° ____

GRADE: _____

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

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

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

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

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

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

Why?
