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**The use of supplementary materials for teaching children in EFL classes a  
comparative analysis of public and private high schools**

Trabajo de fin de titulación

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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  
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## **AUTHORSHIP**

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

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## DEDICATION

I thank God for giving me the wisdom and courage to achieve my goal and for making this moment possible.

This project is dedicated to my mother Beatriz and my brother Darlin who have always been there to support me in bad times.

I want also to dedicate this project to my father who is now in heaven and I know that he is proud of me.

To my aunt Mary, my spiritual guide Alejandro Mora, and my best friends Irma Guzman, Beatriz Aguirre, Keren Mora, Maria Belen Perez, Karina Perea and Ruth Villao. Thanks for their help, support and comprehension. Without them, I would not have been able to achieve my goal.

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Erving Stalin Alomoto Quinde

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## **ABSTRACT**

The title of this research is “The use of supplementary materials for teaching children in EFL classes”. The purpose of this study is to determine whether or not supplementary materials are used by teachers and how pertinent, appropriate, and qualified are those materials.

The participants were children aged from 8 to 10 years old, they belong to the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades at a private elementary school in La Libertad. The research was conducted using the qualitative and quantitative methods. The qualitative method was used to observe and analyze the use of materials in each grade. And, the quantitative method was used to calculate the frequency of use of each of those materials in the observed classes. The instruments to collect the information were data collection formats, observation formats, tables, and questionnaires.

Main results show that the supplementary materials mostly used by teachers in EFL classes were: the white board, pictures, flashcards, songs, stories, posters, dialogues, and handouts. The white board was the resource generally used in all grades. Teachers used more visual resources than other type of materials.

## INTRODUCTION

Teaching English as foreign language is complex and it involves many components. Some of these components are related to the context in which the teaching process takes place, the type of books used to teach in EFL classes, and the methodology used by teachers in the classroom. This last aspect is considered of paramount importance because it is related to the methods, techniques, and type of resources chosen by teachers to achieve the objectives of a lesson. The appropriate use of aids and resources makes possible that teachers achieve their goals in the classroom to improve the learning process. For this reason, it is important to analyze whether teachers consider the pertinence (topic, objectives, content of the class) and appropriateness (students' needs) of materials when they select resources to teach their classes.

To analyze the use of materials in EFL classes this study has three specific objectives. The first objective is to identify and analyze supporting materials used for teaching children in EFL classes. The second objective is to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality. And, the third and last objective is to determine the frequency and variety of the supplementary materials used in the observed classes.

To achieve the objectives mentioned above it is important to review some literature related to the topic. Several authors have carried out important studies to put into evidence the benefits of supplementary materials. One of those studies was done by Arteaga & Guarín (2002) who aimed at proving the impact of instructional video materials in the listening skills of English students in a TEFL program in Colombia. This study was limited by the characteristics of the word database



because its content was not related to the objectives of the class. Even though, it is not easy to find computer programs that contain vocabulary related to the cultural background of learners; they concluded that computers are an attractive mean to teach vocabulary to children.

Another important study was carried out by Baoan (2002), he wanted to prove that English songs increase learners' motivation and improvement in EFL learning. With regard to limitations, it was observed that sometimes Chinese students were restricted to conventional forms of teaching and this affected their involvement and production during this study.

Finally, Fitzgerald (2004) investigated the effect of songs in bilingual students from first grade in Illinois. Main limitations of this study were related to the fact that students spoke very little English; it was necessary to sing some songs in Spanish and then translate the words into English to work better on vocabulary acquisition.

This research is important because it provides information about the use of materials in Ecuadorian EFL classrooms. In addition, the findings of this research have a number of important implications for authorities, teachers, and researchers because they will comprehend the great benefits that the use of supplementary materials have on students to increase motivation and improve the learning process.

With regard to limitations of this research, the number of observed classes was too small and it did not make possible to obtain more information about the use of supplementary materials in each lesson.

## METHOD

### *Settings and participants*

A private elementary school was selected as the setting for this research; this school is located in La Libertad, province of Santa Elena. This school has been receiving academic support in the English field from an English language Institute from Guayaquil. The subjects in this research were children aged from 8 to 10 years old who received seven hours of English instruction per week; their level of English belonged from beginner to intermediate level. The participants were distributed in groups of approximately 25 students per grade. In the 4<sup>th</sup> and in the 5<sup>th</sup> grade the students belong from middle to lower social class and they attended classes in the afternoons. In the 6<sup>th</sup> grade the students attended classes in the mornings and belonged from middle to upper social and economic class.

### *Procedures*

Initially, it was necessary to investigate relevant contents about some topics related to this research. The necessary information was found in books and in the Internet, and it was classified into index cards specifically designed for this purpose; these cards comprise the references of this research. In addition, five studies were selected to present evidence of the effects of supplementary materials in the process of teaching English.

With regard to the applied design of this research, the qualitative and quantitative methods were used. The qualitative method was used to categorize the type of material used in each observed class. Similarly the quantitative method was applied to calculate the frequency of use of the resources used in each class. As instruments to collect the information about the observations, data collection and

observation formats, tables, and questionnaires were used for this research. With regard to the techniques, reading, note-taking, and surveys were used in this research.

The procedure of this research consisted of observing ten classes in the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade. For this research, the following indicators were considered to carry out the observations: flashcards, power point presentations, maps, pictures, charts, handouts, posters, word cards, white board, songs, dialogues, stories, tales, videos, movies, documentaries, objects, and websites; they were classified into visual, audio, audio visual, realia, and online materials. After each observed class two students were selected to answer a survey about their opinion of the used materials. In addition, each teacher answered a survey to know his/her opinion of the resources used in the class and their relation to the students' learning styles. During each observed class, the type of used material was registered into observation sheets and the description of each class was detailed into observation formats.

After the observation process concluded, the information was tabulated according to the pertinence and appropriateness of each material into three qualitative charts, one chart per grade. Then, those charts were used to calculate the frequency of use of each material in each grade; those values were tabulated into quantitative charts with its corresponding percentage.

Once the information was tabulated a qualitative analysis of each material was done to describe all the necessary aspects of the use of supplementary materials in each grade. The analysis was made using information from the qualitative charts as well as from the observation and description sheets. Similarly, the information from the quantitative chart was used to do a quantitative analysis to describe the mostly used resources in each grade. The analysis showed also the frequently used materials in all the observed classes.

## DISCUSSION

Since the main goal of this research is to analyze the type of supplementary material used for teaching children in EFL classes, this section offers a revision of the most significant literature that support this analysis. Additionally, this section includes the results found in this research as well as its qualitative and quantitative analysis; this concise examination of results provided the basis for the conclusions and recommendations that are the last part of this discussion.

### Literature review

This research is about the use of supplementary materials for teaching children in EFL classes. Teaching English as a foreign language is a complex process that involves a lot of aspects such as the socio-cultural background of learners, the type of books that teachers select, and the material that teachers design or adapt to their English lessons. This last aspect is the objective of this study because supplementary materials help teachers to make their teaching process more attractive; consequently, it is important that teachers consider a lot of aspects before selecting the material that will be used in the classroom.

This section provides the necessary theoretical background that will support the findings of this research.

### *Teaching a foreign language*

Teaching a foreign language, specifically English, is currently an important part of Ecuadorian educational institutions, mainly because this language has become almost universal all over the world. According to Broughton & Brumfit (1980), teachers not only teach about language structures but they also motivate learners to be a more secure member of society. These authors also remark that a good teacher

should have a good academic and professional background that allows them to employ appropriate methodologies to achieve their teaching goals.

However, teaching a foreign language has been related to different perspectives about the suitability of methods used to teach a language. Concerning perspectives about methods, Nunan (1999) mentions that there is a continuous debate among traditional and contemporary points of view about teaching a foreign language; on the point of view of this author, the debate tries to find whether teaching a foreign language is related to mastering a type of content (traditional view) or it is about communicative aspects of language, learners and tasks (contemporary view).

Similarly, Alptekin (1984) also refers to two perspectives about EFL teaching. One of them is pointed by native language teachers that support socio-cultural norms and values of the English-speaking country as part of the teaching process. Another view is provided by non-native language teachers that promote an instruction that should be independent of English culture.

Far away from the different perspectives about English teaching, Byram & Buttjes (1991) highlight that foreign language teaching pretend to develop the linguistic and literacy, and the human and social areas of learners. According to these authors, some of the goals of foreign language teaching are focused on increasing learners' social and communicative competence on the foreign language.

In conclusion, teaching a foreign language not only consists of teaching language structures and contents. It is also aims to increase learners' motivation and new attitudes toward a language providing learners with autonomy and knowledge of the social forms to improve their communication skills.

## *Learners*

Learners are currently considered the heart in the teaching and learning process. There are some aspects that differ among learners and which directly affect the learning process; some of these aspects are age and motivation.

With regard to age, some studies explain that learners' ability to learn a language depends a lot on this aspect. Teaching children, adolescents and adults entails different methods, techniques, contents, and materials; teaching is also related to learners' needs, purposes and motivations that are strongly related to their ages.

More specifically about children, Zuñiga & Marino (1984) and Littlewood (1984) agree and explain that children learn better than older learners. They say, "Young children use innate language learning abilities and can acquire native-like fluency, including pronunciation". About older learners, specifically after about the age of 13, these authors state that they rely on their cognitive learning strategies and speak; older learners read and write better than children even though they have more difficulty to acquire pronunciation. In the same way, Littlewood explains that children have some advantages over older learners such as: attention, time, opportunities for using language, communication needs, etc.

Other point of view of the differences among learners in terms of age is presented by Murray & Christinson (2011). They explain that during childhood some aspects such as language competence, proficiency, or language skills vary even within peers of the same age. According to them, children's language learning depends on the amount of literacy, language exposition, and intensity of language practice they receive in classroom. Concerning adolescents, these authors remark that teaching to this group of learners is challenging because at this age they have more social, linguistic, and cognitive experiences. They learn the English language

because of communicative, academic, social and cultural reasons. The authors mention that adolescents are developing their brain; for this reason, they need more teaching activities to develop their thinking skills than children.

On the other hand, Murray & Christinson (2011) explain that adults learn a language more effectively and by different reasons than those of adolescents and children. Adults learn better than adolescents because they have more advanced experiences and maturity. They acquire pronunciation with more difficulty than children therefore older learners need more practice to achieve that language skill.

To sum up, the authors mentioned above recommend that teaching methods and techniques must be employed taking into account the age of learners and the speed of learning that characterizes each individual.

In addition to age, there are other aspects that establish differences among learners. Spratt (2005) describes that main differences among learners are related to learning styles, language level, learning strategies, and past language learning experience. Mitchel & Florence (2004) also mention that learners diverge on their degree of success on learning a language. According to them, there are learners that do well in learning a language because of their measures of intelligence and the efficient use of strategies that they use during the learning process. Similarly, Littlewood (1984) explains that differences among learners concern with two aspects: speed of learning, and rates of progress in learners' path of development. This means that some individuals learn fast and other learn slowly. They experienced also different levels of proficiency in the development of language learning. According to this author, researchers do not take into account those aspects as sources of differences among learners. They considered non- linguistics factors such as motivation or personality.

With regard to motivation, Zuñiga & Marino (1984) mention two types of motivation that establish differences among learners: internal and external. According to them, internal motivation is stronger than external motivation because it is linked to learners' desires for learning or acquiring something. On the contrary, external motivation is driven by outer aspects such as parents' desires, or social demands related to learners. Littlewood (1984) explains motivation as a force that drives learners to complete tasks with extreme dedication, and it determines how long learners stay connected to their goals. This author also considers that learners feel motivated because language provides to them a means of communication with others in a different language. Finally, Spratt (2005) mentions some factors that motivate learners such as: usefulness of language, learners' interest on the target language and learning process, feelings of success for learning a language.

In conclusion, motivation is a strong force that impels human beings not only to do something but also to learn new things.

### *Learning styles*

Some experts mention that learning styles influence the amount of knowledge that learners want to acquire and the way they obtain that knowledge. In relation to a definition on learning styles, Spratt (2005, p. 52) says, "Learning styles relate to physical sense we prefer to use to learn, our way of interacting with other people and our style of learning". This author lists these learning styles:

Visual: learning through seeing

Auditory: learning through hearing

Kinesthetic: learning using body

Group: learning through working with others

Individual: learning through working alone



Reflective: learning when learners consider a group of choices

Impulsive: learning when learners are able to respond immediately

Similarly, Murphy (2008) also explains that learning styles are related to our five senses and people are able to discover their strong and weak learning style. He recommends that learning styles can be understood by observing what learners want to do.

Another point of view on learning styles is proposed by Woolfok (2007) who mentions two approaches to processing information. When learners use deep processing, they do not concern about their learning performance and they learn for the sake of learning. On the contrary, learners that use surface processing depend on rewards, they memorize all learning contents, and they always need positive evaluation from others. In the same way, the following list of learning styles is proposed by Wallace (1991):

Syllabus bond students: they are strongly attached to classroom work and study habits.

Syllabus free students: they propose their own line of work and feel restricted by formal requirements demanded by course planning.

Cue seekers: they are learners who continuously demand information from their teachers.

Cue conscious: they are students who respond well to teachers' instruction.

Cue deaf: they are students who do not respond to teachers' instruction.

To sum up, there are different learning styles that teachers should take into account to make their students learn better.

*Teaching techniques*

Teaching techniques refers to the manner how teachers organize learning experiences; such techniques allow teachers to help students in their learning process. According to some authors, teaching techniques should engage students and encourage them to use their cognitive skills. But, learners' involvement on learning tasks must be in accordance to their age of development, as Philips (1993) explains. She remarks that young learners learn through holistic approaches because they react to the language according to what they are able to do with it. For this reason, this author recommends some teaching techniques such as individual, pairs, groups, or whole class tasks along with a reasonable amount of feedback to follow up their progress.

More specifically, Philips (1993) proposes that teaching techniques must be in accordance to the type of language skill that children are going to develop. For instance, she suggests techniques based on Total Physical Response (TPR) for practicing listening or speaking because learners can observe teachers to do gestures and mimes; this allow students to comprehend better the type of task that is being taught.

Clarifying instructions and meaning of tasks to children can demand lots of effort from teachers. In addition, some authors explain that, young learners need to be taught using techniques and attractive resources that call their attention. With regard to techniques that could improve the level of learners' involvement on learning tasks, Harmer (2004) explains that they must be diverse and should demand imagination and cognitive abilities from children; for instance, he recommends teachers to provide students a variety of sources to get information, to consider the type of desk arrangement used in the classroom, and to use timed and flexible activities. In the same way, Scott & Ytrebeg (2004) recommend also some

techniques to teach children such as: use plenty of objects and pictures; rhymes, songs and telling stories; reading and writing; variety of activities; routines in the classroom; group work, etc.

From a cognitive point of view, Woolfolk (2007) remarks the concrete-operational stage as a characteristic of childhood. Therefore, she recommends some techniques as visual aids, brief presentations and readings, opportunities for classifying and grouping objects and ideas, and activities that demand logical and analytical thinking.

In brief, teaching techniques are an important aspect of lesson planning because they allow learners to work efficiently and make significant progress on the learning process. More specifically, teaching children require that teachers use effective techniques that actively involve them in the teaching and learning process.

#### *Different contexts for teaching*

Different contexts for teaching includes, on the point of view of some researchers, the physical environment and the rules and routines that teachers declare for classroom daily activities. About the physical environment, Wilkins (2006) mentions that it includes the place where teaching and learning happen; the physical environment also includes desks arrangements and quality of lighting. He states that the context for teaching is also related to social environment because it determines what happens in the classroom. Social environment includes the relationship between students and teachers, cultural norms, and the attitude that teachers show towards students.

Similarly, Flood (2003) points out some investigation about contexts for teaching, he states that arrangement of materials, desks and furniture in the classroom influence students' behavior. This author recommends that classrooms

should be well structured so they motivate students to learn. He also highlights that good use and arrangement of materials facilitates teaching process and increases classroom productivity. Therefore, the context for teaching has an influence on students and for this reason teachers should be aware of the physical and social environment in the classroom and the quality of instructional materials used for teaching.

### *Supplementary material*

Supplementary materials are important resources in the teaching process because of the different benefits that bring to learners. At first, it is important to know basic definitions on supplementary materials. Patel & Praveen (2008) define supplementary materials as the teaching aids and instructional materials that teachers employ to make their teaching- learning process more effective. Félix (2009) also shows a similar definition, he explains that instructional materials not only refer to textbooks and workbooks, they also include magazines, computer, videotape and other resources. Finally, Spratt (2005) mentioned by Adekeye (2008, p.18) defines supplementary materials as, “Any resource and equipment available in the classroom”; examples of supplementary materials, according to Spratt, are: cassettes recorders, CDs, visual aids, realia, etc.

Main definitions exposed above are related to the importance of supplementary materials. About this aspect, Patel & Praveen (2008) mention that they help teachers to achieve teaching objectives; for that reason, supplementary materials should be carefully selected. In the same way, Félix (2009) points out that supplementary materials are important because through them students can improve their abilities in reading, writing, listening, viewing, speaking, and thinking. Felix also explains that

supplementary materials are important resources in the classroom and he recommends a careful selection of those aids.

Supplementary materials not only help students to improve their abilities on the language skills, they also bring other benefits that Adekeye (2008) clarifies as follows:

Motivation: they motivate students so they can learn better.

Clarification: through teaching aids, the teacher clarifies the subject matter more easily.

Increase the vocabulary: through teaching aids students increase their vocabulary more effectively.

Classroom live and active: students feel motivated and communicate actively. (p. 22)

The role of supplementary materials in the classroom is strongly associated to motivation; this point of view is considered by Patel & Praveen (2008), Felix (2009), and Adekeye (2008). These authors consider that supplementary materials help teachers to reinforce their oral teaching because they motivate learners and make learning permanent and fun. Moreover, they believe that supplementary materials not only stimulate students to learn; materials help them to retain concepts, help students to model conceptual thinking, and students benefit from an interesting and direct environment of learning. At last, those authors remark the benefits that supplementary materials bring to teachers helping them to overcome physical difficulties that sometimes hamper the teaching process. The authors also consider that supplementary materials motivate learners and improve their social and intellectual development.

Along with the importance and the different roles of supplementary materials mentioned above, it is important to describe the extensive variety of supplementary materials available for teachers. Felix (2009), Patel & Praveen (2008), and Adekeye (2008) have the same opinion on their classification and mention four groups of materials: visual aids, audio visual aids, auditory aids, and printed materials. Visual aids involve the sense of seeing and include: pictures, maps, charts, diagrams, flashcards, posters, sketches and paintings. Auditory aids involve the sense of hearing and include: radio records, CDs, and music. Audio visual aids involve both senses of seeing and hearing and examples of them are: film strips, television, film projector, computer programs. Finally, printed materials involve senses of seeing and touching and include: newspapers, magazines, flashcards, handouts, worksheets, books.

Nowadays, supplementary materials also include technologies such as internet and web pages. Concerning this, Gordon (2007) explains that these types of aids provide meaningful interaction for learners; students have opportunities to process new information and thinking critically. This author states that web pages not only are fun and effective, they are also flexible and allow teachers to arrange contents in such way that involve the four skills adding variety to classroom procedures.

In this research, the white board is part of the set of variables to be analyzed; for this reason, it is important to mention some characteristics and ways of use of this type of material. About this aspect, Dobbs (2001) highlights the use of white/blackboard as a source of different learning experiences; she explains that the use of the blackboard helps teachers to meet various learning styles as visual, and kinesthetic. In the same way this author recommends teachers to use this material

according to students' level writing tongue twisters, provocative quotations, riddles, scrambled vocabulary words or sentences, drawing illustrations, etc.

Another aspect about the use of white/black board refers to the way teachers organize the content on it. About this, Sasson (2007) says, "The blackboard is the most visually centered piece of equipment available for a teacher" and she recommends teachers not to fill the board with a lot of information; she explains that teachers should use writing with a reasonable size and font as well as design some games on which students can come out to the board. Similarly, Kerns et. al. (2005) also indicate some examples that allow teachers to creating an active learning environment through the use of the white/blackboard; they mention some activities such as: provide case studies and quizzes, list of words to expand students' knowledge, post objectives and information about the class in a clear and complete way, etc. In consequence, there are several ways and benefits of using the white board in an effective way.

To sum up, supplementary materials offer a wide range of benefits to learners. They can learn in different ways and teachers can select different types of materials to improve the lessons. In order to know better the effects of supplementary materials in the classroom, five studies were revised and the main findings and conclusions are presented next.

### *Studies*

There are a lot of studies that prove the effectiveness and benefits of using supplementary materials in the classroom, but this research will focus on five studies that show the utility of supplementary materials. In the first place, Cadavid & Quinchía (2004) present a study that was carried out in Medellin, Colombia; the objective of this study was focused on analyzing the use of websites on ESL/EFL.

This study was applied to 7 public elementary schools and participants were teachers and students, through the research teachers were observed 3 times in each grade reaching a total number of 63 observations; after each class, teachers were interviewed to find out the principles that guided them during the classes. Through this study, it was found that games and songs were not frequently used by teachers and, although schools had audiovisual equipment, they were not used because of lack of materials such as videos or audio tapes. Confronted with lack of resources, teachers try to adapt materials and frequently use visual aids such as flashcards, posters, and worksheets to teach vocabulary. The authors concluded that is necessary to review methods and strategies used by teachers, and materials should be developed taking into account students and teachers needs. About limitations, this study was limited by teachers' low level in teaching skills; some of them were not formal English teachers.

Another study that brings important results on the use of supplementary materials is presented by Malkina (1995). She aimed to prove the effectiveness of stories in early language children, this study was applied in learners from an elementary school in Russia and it consisted on observations of classroom routines. This researcher found that storytelling demands coding and decoding processes and comprehension takes place when the learner can decodes what speaker story teller encodes. She also found that children got more involved in storytelling through physical activities related to the story; the use of rhymes, games and questions about the story also facilitated a better comprehension of story contents. This author concludes that it is important a careful selection of stories to meet grammar objectives and learners preferences, she also recommends adaptation of texts to



facilitate comprehension of contents and it is necessary to take into account the type of technique used to tell stories.

A third study done by Arteaga & Guarín (2002) aimed to prove the impact of instructional video materials in the listening skills of basic English students in a TEFL program, this study was applied on learners of an elementary school in Colombia using the qualitative method. Through this experiment, different songs were applied to five classrooms about the same topic; after each class, students were evaluated to measure the level of understanding about topics. These authors found that video activities as teaching strategies in a TEFL class have a positive effect on English listening comprehension. In addition, learners were more interested when the teacher used computer based aids to teach vocabulary because they were more exposed to natural language. This study was limited by the characteristics of the word database because its content was not related to the objectives of the class. Even though, it is not easy to find computer programs that contain vocabulary related to the cultural background of learners; in consequence, these authors concluded that computers are an attractive mean to teach vocabulary to children.

Baoan (2002) carried out another study to prove the efficiency of supplementary materials; he wanted to prove that English songs increase learners' motivation and improvement in EFL learning. For this reason, he selected five classrooms from an elementary school in China to teach the same topic using different types of songs; after each class the researcher applied a test to measure the level of understanding about the topic. Consequently, the author of this study found that students felt more motivated, they obtained better grades, and showed more interest in popular songs. The author also concluded that songs not only function as motivators but also contains rich linguistic information; therefore, they should be

carefully selected according to students' preferences, and considering the simplicity of lyrics. With regard to limitations, it was observed that sometimes Chinese students were restricted to conventional forms of teaching; so, he recommends that teachers should vary their teaching methods and they should use English songs because students maximize their involvement, interaction and production.

In a final study, Fitzgerald (2004) investigated the effect of songs in bilingual students from first grade in Illinois. The participants were 23 Hispanic students; most of them were Mexican or Mexican- American. Data was gathered from weekly observations; this study lasted for about 6 months. The teacher used 9 songs along with other types of activities to improve students' reading skills; these songs were listened on different weeks during three consecutive days each one. After students, listened to the songs, they worked on vocabulary words activities such as art crafts, puppets, pocket books, etc. Fitzgerald concluded that the use of rhythm and music helped students to pronounce words; music gave the words fluidity and purpose. The music also helped students to remember word phrases and sentence structures. The researcher concluded that the use of songs helped students to improve their reading and pronunciation skills, students also concentrated more and participated actively in class. Main limitations of this study were related to the fact that students spoke very little English; it was necessary to sing some songs in Spanish and then translate the words into English to work better on vocabulary acquisition.

## Results

### *Qualitative tabulation*

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		
	White/black boards	X	
Audio	Songs	X	
	Dialogues	X	
	Stories	X	
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		

Author: Erving Alomoto Quinde

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

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

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

Author: Erving Alomoto Quinde

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

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		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																				
	Word cards																				
	White board							√	√	√	√	√	√			x	√	√	x	x	x
Audio																					
	Songs																				
	Dialogues																				
	Stories					√	√							√	√						
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	Websites																				

Author: Erving Alomoto Quinde

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

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

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

Author: Erving Alomoto Quinde

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

*Quantitative tabulation*

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4 <sup>th</sup> grade	5 <sup>th</sup> grade	6 <sup>th</sup> grade	Total	Percentage
		f	f	f	f	%
Visual	Flash cards	1	1	2	4	8.2%
	Power point presentations	0	0	0	0	0%
	Maps	0	0	0	0	0%
	Pictures	2	2	2	6	12.2%
	Charts	0	0	0	0	0%
	Handouts	0	0	1	1	2%
	Posters	0	0	2	2	4.1%
	Word cards	0	0	0	0	0%
	Whiteboard	4	6	6	16	32.7%
Audio	Songs	1	0	3	4	8.2%
	Dialogues	2	0	0	2	4.1%
	Stories	0	2	1	3	7.8%
	Tales	0	0	0	0	0%
Audiovisual	Videos	0	0	0	0	0%
	Movies	0	0	0	0	0%
	Documentaries	0	0	0	0	0%
Realia	Objects (toys, plants, fruits)	0	0	0	0	0%
Online	Websites	0	0	0	0	0%
Total		10	11	18	38	100%

Author: Erving Alomoto Quinde

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

## Description, analysis, and interpretation of results

This section is about the analysis of results obtained from the observations carried out in the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. In the first place, a qualitative analysis was done to describe the pertinence, appropriateness, and quality of use of supplementary materials in each of the observed classes. In addition, this section presents information about main learning styles observed in the classroom along with the teachers' opinion about students' preferences for learning. In the same way, the frequency of the used material in each grade was calculated using the quantitative analysis; it also provides information about the total frequency of materials used in all grades.

### *Qualitative analysis*

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

##### *Flashcards*

The topic of the first class was “How many?” and the objective was to learn countable nouns. The flashcards contained images of numbers and set of objects such as: four apples, five ducks, six boats, etc. The teacher pointed out to the set of objects on the flashcards and asked students: “How many apples are there?” Then she explained to the students that all those objects on the flashcards can be counted. In this way, the material was pertinent to the objectives and content of the class because it helped students to visualize countable nouns. In consequence, the flashcards were used as Adeyeke (2008, p. 22) says, “To clarify subject the matter more easily”.

The material was appropriate to students' age because numbers were represented with cartoons and colorful images that children usually like; they were motivated and participated actively. Equally, the material was appropriate to



students' level because they were able to relate the images to the meaning of countable nouns to answer teachers' questions. About the quality of the material, the flashcards had many colors, a good size (30x45cm), and the images on it were clear and all students were able to observe them correctly.

### *Pictures*

The topic of the second class was "What is there? And the objective was to teach students to use "there is / there are". The teacher displayed some pictures of a car, a plane, three boats, eight dogs, etc. and she pointed out the objects while asked the students: "What is there?" and the students answered: "there is a plane; there are three boats".

The material was pertinent to the topic and objective of the class because the pictures helped students to use the grammar structure according to the number of objects pointed out by the teacher. The pictures were appropriate to students' age because the colorful images attracted their attention; they had funny cartoons that represented means of transportation. In addition, the material was appropriate to students' level because it helped them to produce short sentences according to their language level. However, the pictures may have been used in a more creative way, for example the teacher first would have encouraged the students to brainstorm what they observed and then she progressively could introduce the use of the structure. With regard to the quality of the pictures, they had good combination of colors and a good size (45x50cm). The materials were part of the course materials.

### *Whiteboard*

The topic of the fourth class was "Can/Can't" and the objective was to teach students the use of "can/can't". The whiteboard was used to practice the use of modal verbs can/can't. The teacher drew a chart with different activities on the board such

as: “jump, dance, sing, etc”; in the upper part of the chart she wrote: “I can...” Then, students put a tick on each activity that they were able to do; each time that they tick an activity on the board they had to say a sentence and perform the action. For example, a student put a tick on “dance” and she said: “I can dance” and she danced in front of the classroom. Consequently, the whiteboard was pertinent to the topic and content of the class because students were able to use the grammar structure to describe their abilities.

The whiteboard was appropriate to students’ age because it awoke students’ interest and motivated them to participate actively. In addition, it was used according to their language level because they comprehended how to use “can / can’t” easily. About this, Dobbs (2001) highlights the use of the white board as a source of different learning experiences. With regard to the quality, the material was in good conditions. The teacher cleaned the surface and she used black markers to draw the chart and the students used red markers to tick each activity. The drawing was big enough and all the students were able to see it.

The whiteboard was also used in the fifth class. The topic of the class was “Subject pronouns” and the objective was to teach the use of subject pronouns. The whiteboard was used to write sentences explaining the use of the grammar structure such as “She eats an apple; they swim in the pool”; the teacher highlighted with red marker the subject pronoun to emphasize their use on the sentence.

The material was pertinent to the content and to the objectives of the lesson because the teacher use it to explain the use of subject pronouns. However, the whiteboard was not appropriate to the students’ age and level because it was not used creatively and students were bored. The quality of the whiteboard was good but it was not well used because the teacher did not organize the contents and students

were a little confused. About this, Sasson (2007) recommends teachers not to fill the board with a lot of information and students should come out to the board to practice what is been taught.

The topic of the sixth class was “Questions with can” and the objective of the lesson was to ask and give information using “Can”. The teacher wrote a set of verbs on the whiteboard such as: “swim, wash, climb, etc”. She mimed those actions and made gestures for students to guess which word she was representing. After that, she wrote some sentences about different students as for example: “Can Fernando jump?” Then, the mentioned students answered the question saying: “Yes, he can or No, he can’t” and he came out to the board to write the answer. The whiteboard was pertinent to the objectives and to the content of the lesson because it was used to refresh students’ knowledge of the use of “can/can’t” and to teach new grammar structures and new words. About this, Kerns et al. (2005) recommend, among other activities, to use the board to write list of words to expand students’ knowledge just as the teacher in this grade proceeded. The material was appropriate to students’ age because she wrote creative sentences that developed students’ interest on the topic. Additionally, the whiteboard was also appropriate to students’ level because they were able to answer the questions easily. With regard to the quality of the whiteboard, it was in good conditions and the teacher used a clear handwriting to write the sentences and list of new words. She used the left side of the board to write the list of words and in the middle of the board she wrote the questions.

The whiteboard was used in the eighth class to explain the topic of the class: “What’s the time?” And the objective was to teach students to tell the time. For this class, the teacher used color markers to draw a big clock on the board. Then, she explained the class with some examples such as “It is six o’clock; it is ten o’clock”

After that, she chose some students to complete some sentences about the clock on the board. The use of the whiteboard was pertinent to the topic and to the objective of the lesson because it helped student to visualize teachers' explanations. This material was appropriate to students' age because the drawing on the board called their attention and motivated them to participate actively. The whiteboard was also appropriate to students' level because they were able to write sentences describing the time indicated on the clock.

Concerning the quality of the whiteboard, it was in good conditions and the drawing was big enough and all students were able to see it. The clock was drawn in the center of the board and the sentences were written with clear and good size handwriting.

### *Songs*

The topic of the last class was "Can you read Mr. Dolphin?" and the purpose was to learn the use of "can/can't" to express ability. For this class, the teacher used a song to introduce the topic of the lesson; the title of the song was "A school of fish". The lyrics of the song described an octopus teacher asking fish students about their abilities as for example: "Can you read Mr. Dolphin?, Can you write Mr. Starfish?" While the students listened to the song they had to identify the verbs mentioned by the song in a list of words of the textbook such as: "read, write" The teacher played the song twice to give students opportunity to identify well the verbs.

The song was not pertinent to the objective and content of the lesson because the students did not use the modal verb to express abilities; they listened to the song and identified verbs in the textbook. However, the song was appropriate to their ages because it described a school of fish in which the students were able to do different activities such as "read, count, spell, write, etc." The song was appropriate to

students' level because the lyrics of the song were clear and easy to follow. With regard to the quality of the song, it had a fun rhythm and the lyric was fun. The song was played with an adequate volume and all students listened to it well.

### *Dialogues*

The topic of the third class was "Preposition of places" and the objective was to improve students' listening skills about prepositions. The dialogue described two kids asking each other for directions, a boy who asked a girl how to get to different places such as the zoo, the museum, the supermarket, etc". The teacher played the dialogue twice, the first time was to listening for general information. And, the second time the teacher asked questions for specific information such as "How does she get to the zoo?"

The dialogue was pertinent to the topic and content of the lesson because it described a conversation between two kids who asked for directions using preposition of place. This material was appropriate to students' age because the kids of the dialogue talked about places that children like to visit. In the same way, the dialogue was appropriate to students' level because the speech was simple and clear for students to understand. The quality of the dialogue was good, it had a good pronunciation and the teacher played it with an appropriate volume.

The topic of the seventh class was "I can dance" and the objective was to provide students opportunity to practice their listening skills about the use of "can/can't" The students first listened to the dialogue for general information and then their teacher asked them some questions about what they listened. In the dialogue a boy described his abilities as for example: "I can run, I can stand on my hands, I can swim, etc." After the teacher played the dialogue twice, the students pointed out on their books all the activities that were described on the dialogue. In

this way, the dialogue was pertinent to the content and objective of the lesson because students practiced their listening activities. In addition, the dialogue was appropriate to students' age because it described activities that children commonly can do such as run, jump, swim, etc. In the same way, the material was appropriate to students' level because students understood what it described. The quality of the dialogue was good, it had a clear and good pronunciation and it was played with an adequate volume.

### *Learning styles*

Generally speaking, the teacher did not consider all the students' learning styles since she focused mostly on using visual materials; although, she mentioned on the survey that she usually considers this aspect when she elaborates or designs supplementary materials. In relation to this, Murphy (2008) explains that learning styles can be understood by observing what learners want to do. Additionally, most of the answers on the surveys indicated that students would like to learn with audiovisual materials; this confirms that there were different learning styles in this grade.

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

#### *Flashcards*

This type of supplementary material was used in the second class with the topic "We are having fun!" The objective of this lesson was to practice and to develop communicative speaking skills using the present continuous. The flashcards had images of people doing activities such as climbing, swimming, running, etc. and it was used to describe action words. The teacher showed each flashcard to the students and said sentences such as: "She likes to dance, she is dancing". This material was also used to present new action words such as "making biscuits or

holding a mouse”. Once all flashcards were presented to the students, they worked on their books and the teacher did not make them speak. According to this, the material was not pertinent to the topic of the lesson because the students did not have opportunity to speak using the present continuous. However, the flashcards were pertinent to the content of the class because they contained images that described the present continuous. The flashcards were appropriate to students’ age because they showed colorful cartoons of people doing funny activities that children can also practice when they go on vacations. Although the material did not help students to practice speaking skills, it was appropriate to students’ level because they were able to complete the activities on the book.

According to what was observed in this class, the material was just used to present the structures in order to practice grammar exercises. It is important to mention what Byram & Buttjes (1991) highlight about foreign language teaching; according to them, some of the goals of foreign language teaching are focused on increasing learners’ social and communicative competence on the foreign language. Therefore, the teacher would have guided students to describe the images on the flashcards using the present continuous to achieve the objective of the lesson.

About the quality of the flashcards, they were of good size (40x50cm). They were colored photocopies and were pasted on pieces of card and covered with contact paper.

### *Pictures*

The topic of the first class was “They are taking pictures” and the objective was to talk about current events and activities. The teacher photocopied and resized pictures from magazines; the pictures contained images of people doing activities such as taking pictures, playing football, eating sandwiches, watching a film, reading

a book, etc. Then, she pasted all the pictures on the board and chose one to mime the action; students guessed and pointed out the correct picture. After that, she asked a question about one of the pictures such as “What is he doing?” and she gave the answer “He is playing soccer”. The teacher continued asking questions related to the pictures on the board and selected students to mime the action. Then, a student pointed out the picture that showed the action described by the teacher and answered for example: “He is watching a movie”. The material was pertinent to the topic and to the objectives of the lesson because it helped students to talk about current activities. In the same way, the pictures were appropriate to students’ age and level because they showed images of children doing different activities and they were able to describe those actions. The quality of the pictures was good. They were colored images cut from different magazines and were pasted on pieces of 50x45cm cards and covered with contact paper.

The topic of the fourth class was “Days of the week” and the objective was to describe a routine using days of the week and time. The teacher used two set of pictures, one group of pictures referred to days of the week and they were elaborated by the teacher; these pictures showed a girl doing activities such as taking guitar lessons, shopping, visiting to her grandfather, taking the dog for a walk, going to school, etc. and under each picture the name of a day of the week was written. The other group of pictures referred to time and they also were elaborated by the teacher; they consisted of funny and colorful clocks representing different times of the day. The teacher organized the pictures making pairs of activities and time and pasted them on the board. Those pairs of pictures were used by the students to fill a chart with sentences describing a daily routine as for example: “Sunday – She cleans the house at 8 o’clock” Both groups of pictures were pertinent to the topic and objectives



of the lesson because they helped students to describe and visualize routines and time. Similarly, the pictures were appropriate to students' age and level because it consisted of colorful and attractive cartoons that helped them to write the sentences easily. About the quality of the pictures, they were made of plastic coated card of 44x29cm.

#### *Whiteboard*

The topic of the fourth class was "Days of the week" and the objective was to describe a routine using days of the week and time. The whiteboard was used to paste pair of pictures of activities and time. In addition, this material was used to draw a big weekly planner that consisted in a table with eight columns and nine rows. The eight columns were labeled with a day of the week and the rows represented a time of the day such as "7:00 a.m. – 8:00 a.m.". The table was filled by the students with sentences such as "Sunday – She goes to school at 7 o'clock" and those sentences were written with the help of the pictures. The material was pertinent to the content and to the objectives of the lesson because it helped students to describe a daily routine using what they have learned about days and time in a previous class. The whiteboard was appropriate to the students' age and level because the drawing on the board described activities that children usually do as going to school, practicing sports, cleaning the house, sleeping, etc. The quality of the whiteboard was good because the acrylic surface was in good conditions. With regard to the distribution of contents and materials pasted on the white board, the pictures were put on the left side of the picture and the weekly planner was drawn in the middle of the board. The teacher drew pictures using color markers and the size of each cell was good enough for students to write the sentences.

The whiteboard was also used in the fifth class whose topic was “Zoom magazine” and the objective was to review vocabulary and numbers. The whiteboard was used to draw a big page of a magazine titled “zoom magazine”. The whiteboard was divided into four segments. In the first segment, the teacher used color markers to write “Can you name these objects? Where can you find them?” and she drew some cartoons of a pencil, an eraser, a ruler, and a backpack. In the second segment, the teacher wrote “Who is she? She has three children, Amy is her grandmother. Claire is her cousin. Susan is her aunt” and she draw a big family tree with funny faces and labels; each label had the name of a family member. In the third segment, she wrote “Look at the mirrors. Can you tell what the numbers are?” and she drew cartoons of mirrors that contained reversed images of numbers. In the last segment, she wrote “Can you say this?” and she wrote the tongue twister: “Four fat farmers and five flying frogs”. Once the drawing was finished, the teacher chose some students randomly to work on the different activities described in each of the segments of the magazine. For the first segment, the teacher asked a student to look at the pictures and name the objects. Then, she asked him “Where can you find these objects” and the student answered “I can find those objects in the classroom”. For the second segment, the teacher asked the whole class to work in pairs. They had to read the short text on the board and decide who it described to, the pair of students with the correct answer had to stand up and tell it to the class. For the third segment, the teacher also involved the whole class and selected five students to write the numbers in lexical form on the board. Finally, for the fourth segment some students were selected to read the tongue twister on the board and repeat it after the teacher.

All those activities described above were performed by using the whiteboard. As a result, this material was pertinent to the objectives and topic of the lesson

because it helped students to review previous knowledge of vocabulary and numbers. The material was appropriate to students' age because it was used to write the content of the lesson in a funny way that called the attention of the whole class. In addition, the whiteboard was appropriate to students' level the language used was clear and students were able to understand all the tasks. The quality of the whiteboard was good because the acrylic surface was in good conditions. In addition, the contents of the magazine drawn by the teacher were well organized and each instruction was made with colored markers and funny pictures.

In the sixth class, the topic was "Ordinal numbers" and the objective of the class was to use ordinal numbers to indicate position. The whiteboard was used to make a review of ordinal numbers; the teacher drew four columns. In the first column she wrote "1º", in the second column she wrote "first", in the third column she wrote "January", and in the fourth column she wrote "January is the first month of the year". Then, she encouraged some students to complete the list until number twelve. Once students finished the list, the teacher used a red marker to correct the mistakes. The whiteboard was pertinent to the topic and objectives of the lesson because it helped students to practice ordinal numbers. Similarly, it was appropriate to students' age and level because the drawing on the board called students' attention and they practiced simple sentences that allowed them to comprehend the use of ordinal numbers. The whiteboard was in good conditions and the content was well organized. The drawing was made using different color markers, it was big enough, and all students were able to see it.

The topic of the eighth class was "The verbs" and the objective was to learn the different uses of the verbs. The whiteboard was used to write a list of verbs such as "play, ride, do" Then, the teacher wrote different nouns for each verb as for example:

play-the guitar, play-tennis; ride-a bike, ride-a horse; do-homework, do-exercises and she taught students the pronunciation of each pair of words. After this, students used the list of words to complete sentences on the textbook. The whiteboard was not pertinent to the objective of the class because students did not learn the use of verbs; they just practiced pronunciation of each pair of words. However, the material was pertinent to the content of the lesson because they use the list of words written on the board to complete sentences. The material was not appropriate to students' age because the teacher only used the whiteboard to write examples that did not motivate students to learn. Nevertheless, the material was appropriate to students' level because it was used to present and explain information that students needed to complete the activity on the textbook. About the quality of the material, the acrylic surface was in good conditions. About the organization of the content, the list of words were written in the middle of the board with clear and medium size words that all the students were able to see.

The topic of the ninth class was "can/can't" and the objective was focused on writing sentences using "can/can't". The white board was used by the teacher to write sentences such as "My friend\_\_\_\_\_ride a bike; She \_\_\_\_\_do exercises, He\_\_\_\_\_play football, etc"; she wrote ten sentences on each side of the board. Then, students came out to the board to complete sentences using "can and can't"; this was a kind of review about this grammar structure. The material was pertinent to the content and objectives of the class because students used it to write sentences using the grammar structures but it was not appropriate for students' age because the whiteboard was not used to motivate students to participate actively. In addition, the whiteboard was not appropriate to students' level because the writing exercises were too simple for them. The quality of the whiteboard was good and the content was

well distributed because the teacher wrote the sentences using a clear handwriting that all the students were able to understand.

In the tenth class the topic was “Present simple” and the objective was to use the present simple to talk about daily routines. The whiteboard was used only to write vocabulary words such as “get up, brush my teeth, clean the car, have breakfast, have lunch, have dinner” and expressions of time such as “at 7:00, at 8:00. at 10:00, at 11:00”. Then, students used vocabulary to work on their textbooks. The whiteboard was not pertinent to the objectives and content of the lesson because it was not used to practice speaking skills; students only copied the vocabulary words and worked on the textbook. Similarly, the whiteboard was not appropriate to students’ age because it did not awake students’ interest in the lesson. However, the material was appropriate to students’ level because the vocabulary words allow them to complete the tasks of the textbook. The quality of the whiteboard good because the acrylic surface was in good conditions and the information written by the teacher was presented using black marker. The handwriting used to write the contents was clear and students were able to read the information clearly.

### *Stories*

The topic of the third class was “Present continuous” and the objective was to teach students to describe actions using present continuous. The story was titled “We are in Zutopia” and it described the adventures of two kids in a land called Zutopia; they were taken there by a funny character name Zoom who tells the story. The character narrated the story and described all the activities that those kids do in Zutopia as for example: “Here, Harry and Tina are having a race; they also are going to school and are staying at a fantastic hotel. Tomorrow, we are going to travel to other planets...” In the pre- listening task the teacher explained briefly the story to

the students and asked them to guess what the children were doing in Zutopia; then, the teacher played the CD twice. After the story finished, the teacher asked different students to explain the activities that the children did in the story. The students gave some answers such as “Harry and Tina are going to travel to other planet”.

The story was pertinent to the content and objective of the lesson because the students used the present continuous to describe the actions performed by the children of the story. The story was appropriate to students’ age and level because students were very engaged in the activity, they listened to it carefully, and they understood well the content of the story. The quality of this material was good; it had an adequate pronunciation, the speech was clear and it was played with a good volume.

The topic of the seventh class was “What can they do?” and the objective was to talk about abilities using “can/can’t”. The story was titled “Athletes of the month” and it was told by a man who described the sport achievements of three characters: Kate and Sally Morris, Mathew Harley, and the football team of a school named North Park primary school. The narrator described for example: “Mathew Harley is first in all the bike races. He can ride his bike backwards! He can jump obstacles and He can make double spinning!”. The teacher played the story two times and after it finished, she asked questions to the students such as “Can Mathew Harley play tennis?” and students answered “No, he can’t. He can ride bike”. The teacher continued asking different questions about the story.

The story was pertinent to the topic and content of the class because students were able to identify the abilities of the characters in the story and described them using the grammar structures. The material was appropriate to students’ age because the story narrated a history about a child that practiced activities that almost all

children do. In addition, the material was appropriate to students' level because of the simplicity of the language used in the story allowed them to understand the use of the grammar structures. The quality of this material was good because the story played had a good and clear pronunciation that all students were able to understand. In addition, the story was played with an adequate volume and all the students were able to listen to it.

### *Learning styles*

It was observed that the teacher in the fifth grade used four different materials in all the observed classes: flashcards, pictures, whiteboard, and stories. According to this, the teacher tried to vary the type of materials used in the classes because she considered that it is important to select the resources according to students' learning styles; however, the materials used in the classes were mainly visuals. It was also observed that the whiteboard was used creatively in some classes to provide visual and oral practice. In this way, the teacher used the whiteboard according to the students' learning styles. According to Dobbs (2001) the use of the whiteboard helps teachers to meet various learning styles such as visuals and kinesthetic.

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

#### *Flashcards*

The topic of the fourth class was "They are taking pictures" and the objective was to use the present continuous to speak about current activities. A set of flashcards were used to review the rules and structure of present continuous tense. The flashcards had colorful images of kids doing different activities such as painting a picture, getting dressed, watching a film, etc." and under each image the verb was written as for example: "paint, get, watch". First, she selected a student to spell the verb under each image on the flashcard; then, the same student said an affirmative

sentence as for example: “He is painting a picture”. After this, the teacher gave a flashcard to a pair of students to work asking each other questions such as “Is he painting a picture?” and the student who answered had to say, “Yes, he is painting a picture or No, he is playing the guitar”. The material was pertinent to the topic and objectives of the class because they helped students to visualize and describe the actions orally. The flashcards were appropriate to students’ age because they showed colorful images of children that called the students’ attention. In the same way, the material was appropriate to students’ level because they were able to use the present continuous to talk about the images. The quality of the flashcards was good because they described clearly actions and had attractive colors. The flashcards were of 43x30cm and were made of plastic coated card.

The topic of the fifth class was “We are having fun!” and the objective was to practice and develop communicative skills using the present continuous. The teacher used three flashcards that showed people doing different activities. In the first flashcard there was a kid with his mother and grandmother and they were cooking. In the second flashcard there were a group of teenagers acting for a group of children in a kindergarten. And, the third card showed a beach where people were doing different activities such as swimming, sunbathing, playing football, making sandcastle. The teacher selected three students randomly, showed them the flashcard and asked questions such as “Where are they? Who are the persons of the image? What are they doing? What is the grandmother doing? What is the mother doing? What is the kid doing?” The students looked at the flashcard for a moment and gave some answers such as “They are in the kitchen, the grandmother is reading a recipe book, the kid is making the cake”. This material allowed students to use the present continuous to describe what they saw on each of the flashcards; therefore, the



material was pertinent to the objectives and content of the lesson because it motivate students to talk about the images using the present continuous. The material was appropriate to learners' age because it called students' attention and awoke their curiosity. Similarly, the flashcards were appropriate to students' level because they showed simple activities that students were able to describe without difficulty. The material was plastic coated, the images were clear and colorful, and it was of 70x75cm.

### *Pictures*

The topic of the ninth class was "We're in Zutopia" and the objective was to practice the use of "in/at". The teacher used four pictures that showed two kids in a land called Zutopia where they were doing different activities in different places. The first picture showed the two kids at the school, the second picture showed the kids in a swimming pool, the third picture showed the kids in a spaceship, and the last picture showed the kids at a park. The teacher displayed each picture to the students and they had to look at them and complete sentences on the textbook. The material was pertinent to the topic and content of the class because they helped the students to visualize whether the kids were "in" or "at" some place; in this way, they were able to complete the sentences. The pictures were appropriate to students' age because they showed colorful images of kids doing activities in a fantasy land. Likewise, the material was appropriate to students' level they indicated graphically the meaning of the prepositions. The material had a good size with colorful images; each picture was of 50x50cm.

The topic of the tenth class was "What's the weather like?" and the objective was to teach students vocabulary related to weather and seasons such as "spring; summer; autumn; winter; cold; hot; cloudy; rainy; sunny; windy". The teacher used

pictures that showed the weather such as “hot, cloudy, rainy, etc.” and the four seasons: spring, summer, winter, and fall; each picture had a label with the name of each season and weather. The teacher pasted the pictures on the board matching a season with a type of weather as for example: “summer – hot; fall-rainy” The pictures were used with a song that described the weather of each season, while students listened to the song the teacher pointed out each pair of pictures. In this way, the pictures helped students to understand the content of the song. After this, students completed sentences using information of the pictures. It was observed that students understood the meaning of each word because they were able to complete the sentences effectively; therefore, the pictures were pertinent to the topic and objectives of the lesson. The material was also appropriate to students’ age and students’ level because it had colorful images that represented correctly each season and weather. About the quality of the material, it was part of the teachers’ resources; it had a good size (45x30cm), colorful drawings and it was made of laminated card.

### *Handouts*

The topic of the third class was “What can they do?” and the objective was to evaluate students’ knowledge of the use of “can/can’t”. The teacher used handouts to evaluate what learners have learnt about the use of can/can’t. The handouts had five questions. The first question asked: “Complete the sentences using can/can’t according to each image” and the students had to complete five sentences according to five images that showed kids doing different types of activities such as “riding a bike, playing the guitar, etc.”; for example, the first sentence was: “She\_\_\_\_\_ (swim/well)”. The second question was “Look at the cartoons and answer each question using can/can’t” and a cartoon showed two girls studying and a third girl asking them: “Can you play tennis with me now?” and the girls answered:

“No”. Students had to answer the question “Can the girls play?” In the third question the students had to complete sentences using a bank of words as for example: “Can she \_\_\_\_\_?” In the fourth question students had to match sentences to a correct picture as for example: “He can’t ride a horse” and the picture showed a boy who fell from a horse. In the fifth questions students had to complete a short text using can/can’t. The handouts were pertinent to the topic and objective of the lesson because it allowed the teacher to evaluate students’ knowledge. The material was appropriate to students’ age and students’ level because some of the questions of the handouts had cartoons and it helped students to understand better each of the instructions. The quality of the handouts was good, they were black and white photocopies and each of the questions was clearly defined.

#### *Posters*

The topic of the first class was “It’s Monday” and the objective was to use simple present to describe daily routines. A big poster titled “Mark’s schedule” was pasted on the board; it contained information such as “4:45p.m – tennis game”. The teacher wrote three true/false statements such as: “Every Monday Mark plays the guitar at 4:45”. Students read Mark’s schedule silently and said whether the statements on the board were true or false; they also discussed their answers with motivation and enthusiasm. The material was pertinent to the topic and objectives of the lesson because it helped students to visualize and describe a daily routine using the simple present. The poster was also appropriate to students’ age because it showed a kid’s routine with common activities that children do. The material was appropriate to students’ level because the information helped students to write correct sentences. According to what Adekeye (2008, p. 22) says, “supplementary materials make classroom live and active: students feel motivated and communicate

actively”. In this class, the poster fulfilled the characteristics mentioned by the author. About the quality of this material, it was made of plastic and big enough (200x100cm) so all the students were able to see it.

The topic of the second class was “The time” and the objective was to use simple present to express time. The teacher used a big poster representing a funny clock with mobile hands that allowed the teacher to put them in different positions to choose a different time. Thus, she chose a time and asked a student: “What the time is?” and students answered using the vocabulary that the teacher had written previously on the white board such as “quarter, past, half”. The poster was pertinent to the objectives and topic of the class because it helped students to describe time using simple present. The material was appropriate to students’ age because the poster helped students to stay focused on the activity all the time and they were very motivated to participate because of the mobile hands of the clock. In addition, the poster was appropriate to students’ level because it helped students to visualize the time to produce sentences using the simple present. Therefore, they asked the teacher to repeat the practice several times. Consequently, as Littlewood (1984) explains, motivation is a force that drives learners to complete tasks with extreme dedication. The quality of the poster was good because it was plastic laminated. The clock had an image of a red dragon, and the number and hands of the clock were red. The poster was of (150x110cm) and all students were able to see it.

#### *Whiteboard*

The topic of the first class was “It’s Monday” and the objective was to use simple present to describe daily routines. The whiteboard was used to paste a big calendar titled “Mark’s schedule”. In addition, the teacher wrote true/false statements on the board such as “Mark has a guitar lesson on Monday at 4:45”.

Students came out to the board and wrote the correct answer using the poster as a reference; they rewrote the false sentences. In this way, the material was pertinent to the topic and objective of the lesson because students used it to write simple present sentences that described daily routines. The use of the whiteboard was appropriate to students' age and level because the information written on it was about common activities that children usually do. They also discussed their answers with motivation and enthusiasm. The whiteboard was in good conditions and the teacher used a clear spelling and a black marker to write the sentences.

The topic of the second class was "The time" and the objective was to use simple present to express time. The whiteboard was used to paste a poster and to write the vocabulary such as "quarter, past, half" to help students to answer the question: "What is the time?" The teacher explained how to write sentences for expressing time. She divided the whiteboard into two sections and wrote the word TO on the left side and PAST on the right side. Students used those words as a reference to write the sentences such as "it's half to seven, it's a quarter to five, it's past eleven, it's past seven". According to Sasson (2007) and Kerns (2005), teachers should organized information on the board making the teaching process more effective. In this class, the teacher used the whiteboard as those authors recommend. As a result, the use of the white board was pertinent to the topic and objectives of the lesson. This material was appropriate to students' age and level because it helped them to understand better how to use simple present to express time by producing simple sentences. As Adekeye (2008, p.22) says, "Through teaching aids, the teacher clarifies the subject matter more easily." The material was used to motivate students to participate actively and to write time sentences easily.

The topic of the third class was “What can they do?” and the objective was to evaluate students’ knowledge of the use of “can/can’t”. This class consisted of two parts; during the first part the teacher used the whiteboard and in the second part she evaluated students’ knowledge using handouts. The whiteboard was used to write the topic of the class. Then, the teacher wrote the word “newsletter” and asked students if they have ever read a school newsletter and what type of information it contains. The teacher wrote on the board the ideas brainstormed by the students such as “events, reports, jokes, news, etc.” After this, students read a newsletter from the book titled “What can they do?” Once they finished the reading the teacher asked questions about it such as “Can Kate rollerblade? Can Mathew Harley ride bike? Can Sally play tennis?” and she used the whiteboard to write students’ answers. In addition, the whiteboard was used to write a reading comprehension activity. The teacher wrote beginning and ending of statements in two columns; in the left column she wrote: “1. Kate, 2. Sally, 3. Mathew, 4. The football team” and in the right column she wrote: “can ride a bike backwards, can play tennis, can dance, can rollerblade”. Then, the teacher chose four students that came out to the whiteboard and matched each beginning of the statement to its correct ending. In this way, the whiteboard was pertinent to the topic and objective of the lesson because it was used to write the topic of the lesson and to review students’ knowledge of the use of “can/can’t” previous to the written evaluation. The whiteboard was appropriate to students’ age because it was used to call students’ attention about the meaning of a newsletter and to write the ideas brainstormed by them. Similarly, the material was appropriate to students’ level because it was used to write a match activity in which students were able to participate. About the quality of the material, it was in good conditions and the teacher used a clear and a good size font to write on it. In

consequence, the whiteboard was used following some of the principles recommended by Sasson (2007). This author suggests teachers not to fill the whiteboard with a lot of information and to use writing with reasonable size and font.

In the sixth class titled “Days of the week” the objective was to describe activities using days of the week and the structure “Let’s go”. The whiteboard was used by the teacher to write the names of the days of the week such as “Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday” and she motivated students to say each word by using a song invented by her. Then, she went around the class several times pointing to each student as it was their turn to say the next day as a chain activity; it was a very fun and original activity and all the students tried to participate actively on it. In addition, the whiteboard was divided into two sections. In the left side, the teacher wrote a column of statements such as “It’s Monday, It’s Tuesday, It’s Wednesday, It’s Thursday, It’s Friday, It’s Saturday, It’s Sunday”. Next to each statement, she drew little pictures that represented in this order: the beach, a park, a cinema, a supermarket, a circus, a zoo, and a museum. In the right side of the board, the teacher wrote an example such as: “It’s Monday – Let’s go to the beach” and she chose 6 students that came out to the whiteboard to write sentences describing the activities about each day. Therefore, the whiteboard was pertinent to the topic and objective of the lesson because students wrote statements describing weekly activities using the structure “Let’s go”. The material was appropriate to students’ age because it was used to draw funny pictures of places that children usually like to go such as the beach or the zoo. The whiteboard was also appropriate to students’ level because it was used to elicit from students the type of statements they had to write. About the quality of the whiteboard, it was in good conditions and the contents were well organized. The teacher did not mix the

information, she cleaned the whiteboard to explain each teaching activity, and she wrote using clear and good size handwriting.

In the seventh class the topic was “She lives in Zutopia” and the objective was to use the simple present to practice speaking skills. First, the whiteboard was used to write a list of verbs such as “get up, clean, have, go”. Then, students read a story from the textbook that described a girl’s routine in a land called “Zutopia”. After students finished the reading, the teacher asked some students to use the list of verbs to write sentences describing the routine of the girl in the story. The students wrote some sentences such as: “Zanet gets up at seven o’clock at the weekend; She goes to school only at the weekend, etc”. After this, the teacher asked other group of students to come out to the board and use the sentences on the board as a model to talk about their own daily routine using the simple present. As a result, the whiteboard was pertinent to the topic and objective of the lesson because it was used to model the type of information that students had to give to speak about their daily routine. The material was appropriate to students’ age because it was used to motivate learners to talk about their daily routines. The whiteboard was also appropriate to students’ level because it was used to guide students with the speaking practice; students used the sentences as models to talk about their daily routines. The whiteboard was in good conditions and the information was well organized. The teacher wrote the list of verbs with clear and good size.

The topic of the eighth class was “I can dance” and the objective of the lesson was to use “can/can’t” to express ability. The whiteboard was used to draw a table with two columns, one for verbs such as “dance; jump; run; swim” and the other for adjectives such as “well; high; fast”. Then, students came out to the board to write sentences using the words on the board such as “I can’t dance well; I can swim fast; I



can jump high”. After this, the teacher added more verbs such as “read; cook; sing; paint” and she encouraged students to come out to the board in pairs. One student had to write a question using “can” and the verbs and adjectives written on the board; the other student had to write the answer. For example, a student wrote: “Can you paint?” and his peer answered: “Yes, I can paint well”. Then, they exchanged roles. As a result, the whiteboard was pertinent to the content and objective of the lesson because it was used to express ability using “can/can’t”. The whiteboard was appropriate to students’ age because by using it, students were motivated to write about their abilities. The material was appropriate to students’ level because they were able to express ability using simple sentences with “can/can’t”. About the quality of the material, it was in good conditions and the teacher used clear and good size handwriting to write the verbs and adjectives.

### *Songs*

The topic of the sixth class was “Days of the week” and the objective was to describe activities using days of the week and the structure “Let’s go”. The teacher had created a song and she used it to motivate students to learn the days of the week. First, she wrote on the board the days of the week such as “Monday; Tuesday; Wednesday; Thursday; Friday; Saturday; Sunday” and then she encouraged students to sing rhythmically two or three times. Then, she went around the class several times pointing to each student as it was their turn to say the next day as a chain activity. Even though the song was a very fun and students enjoy this original activity, the material was not pertinent to the objective of the class because it did not help students to describe activities using the days of the week. However, the song was pertinent to the content of the lesson because it helped students to practice the days of the week.

The song was appropriate to students' age since it motivated students to learn the days of the week in a funny way. The material was appropriate to students' level because it was simple and students were able to memorize the sequence of each day. The quality of the song was good as the rhythm was funny and students were able to sing it without difficulty.

The topic of the ninth class was "We're in Zutopia" and the objective was to practice prepositions of place "in/at". The song used in this class was an anthem sung by a group of kids that described what they were doing in a planet called "Zutopia". For example, a verse of the song said: "We are in Zutopia; We are having fun; We are travelling to planets; And looking at the sun." The song was played twice and students had to identify the prepositions "in/at". The material was pertinent to the topic of the song because it described the adventures of two kids in the planet Zutopia. However, the song was not pertinent to the objective of the lesson because it only had the prepositions "in/at" one time and the students did not use the song to practice the use of those grammar structures. On the other hand, the material was appropriate to students' age because it awoke students' interest on the topic. In the same way, the song was appropriate to students' level because the lyrics were easy and students were able to sing it. The quality of the song was good, it had a simple lyric, a funny rhythm, and it was played with an adequate volume.

The teacher used a song in the tenth class. The topic was "What's the weather like?" and the objective was to teach students vocabulary related to weather and seasons such as "spring; summer; autumn; winter; cold; hot; cloudy; rainy; sunny; windy". The teacher played a song titled "The weather song" that described the characteristics of each season as for example: "In the autumn, it's cloudy and rainy. And we always go to school." and while students listened to it she pointed to a pair

of pictures that showed a season and the corresponding description of the weather such as “summer-hot; fall-rainy, etc”. After students sang it a couple of times, the teacher got the boys to sing the introductory phrase in each stanza such as “In the autumn...In the winter”, while the girls sang the rest. The boys and girls switched roles the next time they sang. The song was pertinent to the topic and objective of the lesson because it helped the students to identify the vocabulary in a funny way. The material was appropriate to students’ age because it motivated students to learn the vocabulary; they were very interested in the song and participated actively. The song was appropriate to students’ level because the lyric was simple and students were able to sing without difficulty. The quality of the song was good and it had a funny rhythm. The teacher played the song with an adequate volume and all students were able to understand the content.

### *Stories*

A story was used in the eighth class titled “I can dance”. The objective of this class was to use “can/can’t” to express ability. A story titled “Abilities” was used as a warm-up to raise students’ awareness of the use of “can/can’t”. The story described the different abilities that children have since they are toddlers until they reach five years old as for example: “children at one year old can walk alone, they can smile when happy, they can’t read, they can’t sing, five years old kids can jump on one leg, etc”. After the students listened to the story a couple of times, the teacher asked questions such as “Can a one year old children read?; Can a five year old children sing? ” and students gave some answers such as “No they can’t; yes they can”. Consequently, the story was pertinent to the topic and objective of the lesson because students were able to use “can/can’t”. The story was appropriate to students’ age because it described abilities that children have at early years and they were

motivated and tried to give more details of their own childhood. The material was appropriate to students' level because it described children's abilities using "can/can't" in a simple way. The quality of the story was good because it had a clear and good pronunciation and used a simple language. The teacher played the story with a good volume and all the students were able to understand.

### *Learning styles*

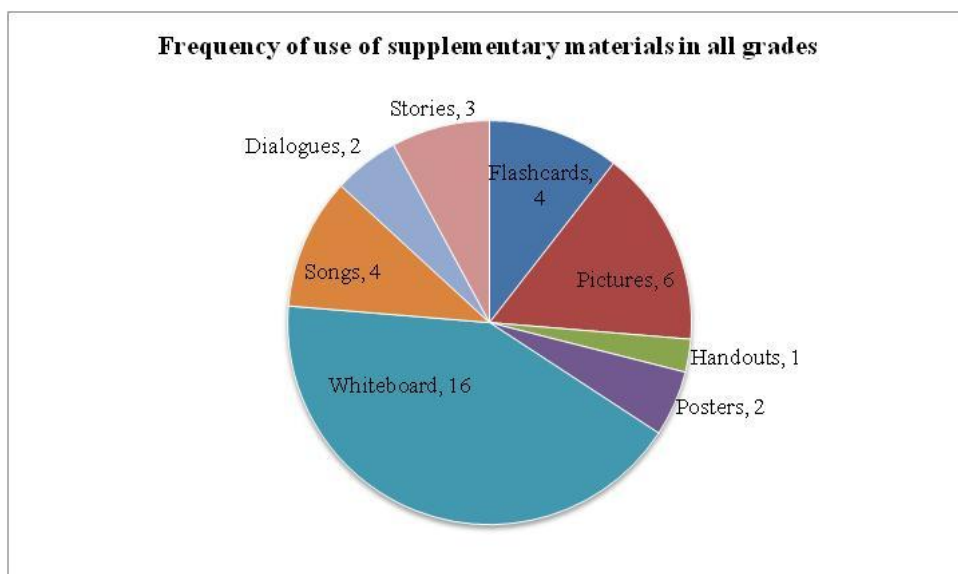
It was observed in this grade that the teacher used supplementary materials in accordance with students' learning styles because by using the resources she gave students the opportunity to use some of the five senses such as sight, touch, and hearing. Visual students learned better when the teacher used flashcards, pictures, posters, and the whiteboard. In the same way, kinesthetic learners had opportunity to touch the material as occurred in the fourth class. Those types of learners learn better when they had opportunity to practice the use of the language on the whiteboard was used. Auditory learners had also opportunity to learn well because the teacher used songs and stories. In addition, it is important to mention that the whiteboard was used creatively in this grade. The teacher used the board to draw, she gave students opportunity to work on it, and she used it in speaking practices. Therefore, the teacher used the whiteboard in accordance with students' different learning styles; about this, Dobbs (2001) mentions that the whiteboard helps teachers to meet various learning styles as visual and kinesthetic.

To sum up, the teacher in the sixth grade considered that it is important to teach learners according to their learning styles to improve the learning process.

### *Quantitative analysis*

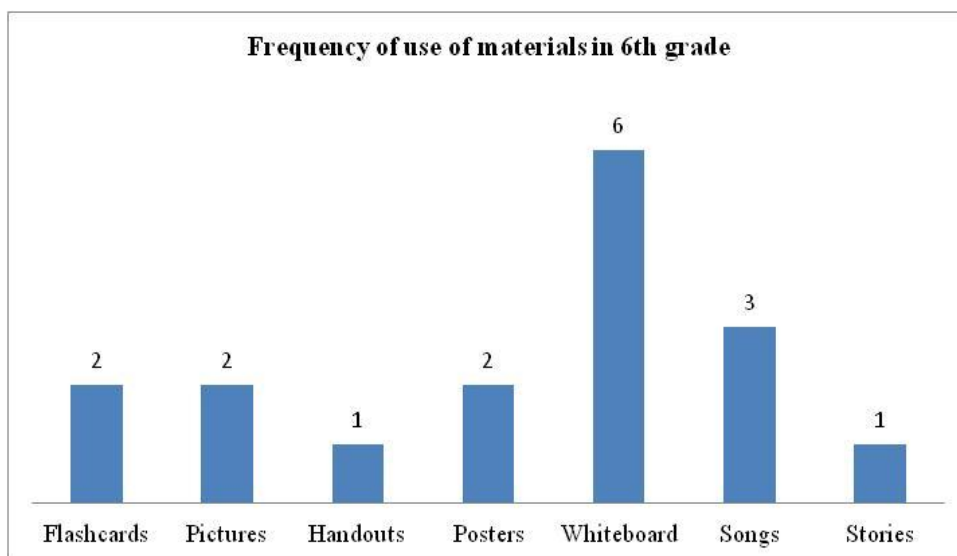
This analysis will begin with a general view about the frequency of use of supplementary materials in all grades. Supplementary materials were used 38 times in all grades. The whiteboard was the most frequently used material because it was used 16 times that represents 32.7%. Next, pictures were used 6 times that is the 12.2%. Flashcards and songs were used 4 times that represents 8.2%. Stories were used 3 times that represents 7.8%. Posters and dialogues were used 2 times that is 4.1%. Finally, handouts were used once and it represents 2%.

It can be observed in the graphic below that the use of the whiteboard got a highest frequency of use among all materials. A reason for this frequency finds its support on what Sasson (2007) says, “The blackboard is the most visually centered piece of equipment available to a teacher”. This was also confirmed by the teachers who answered the survey, the whiteboard is a material that teachers usually used in their classes to write task instructions, vocabulary words, and other issues related to the lesson. Another interesting finding refers to the frequency of use of pictures, it is equally distributed in the three grades although the lower frequency of use. Teachers commented that they use pictures regularly because learners comprehend better what is being taught and the colorful images call learners’ attention.



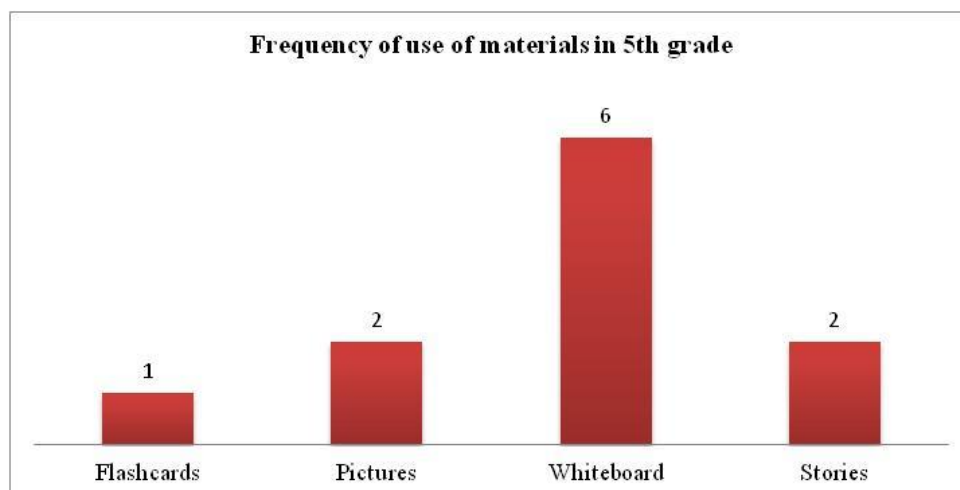
Regarding the frequency of use in each grade, the sixth grade got the highest frequency because supplementary materials were used 18 times; these materials were: flashcards, pictures, handouts, posters, white board, songs, and stories. The whiteboard got the highest frequency of use because it was used 6 times, In addition to this material, songs got the second place in this grade because it had a frequency of 3; stories, posters, pictures, and flashcards had a frequency of 2 each one; and handouts had a frequency of 1 in this grade. The teacher confirmed that the whiteboard is used habitually to write important information related to the class such as the topic, vocabulary words, sentences, etc.

With regard to the students' survey, they had a positive opinion of the use of supplementary materials because they considered that the materials used in most of the lessons helped them to understand the class better. In addition, almost all students' answers showed preference for videos and movies as an alternative material for teaching. According to the teachers' survey, in this grade the teacher considered important to use supplementary materials because students learn better.



About the second place in frequency of use, it belongs to the fifth grade where materials were used 11 times; these materials were: flashcards, pictures, whiteboard, and stories. In this grade, the whiteboard got the highest frequency of use because it was used 6 times; stories and pictures were used 2 times each one; finally, flashcards were used 1 time in this grade. Once again, the frequently use of the white board is supported by the same teachers' reasons; the white board is used to write the topic of the class, to practice grammar structures usage, etc.

About the students' survey, the answers revealed that they liked the material used by the teacher and they would have preferred videos, movies, and online materials to learn the lessons better. Concerning the teachers' survey, it is showed that the teacher in this grade considered important to use supplementary materials because students retain information easily.

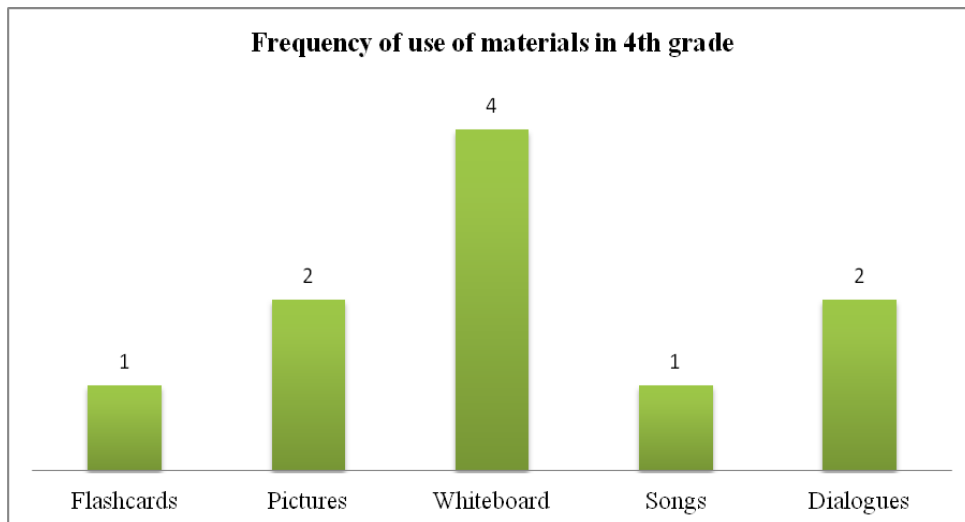


The lowest frequencies of use correspond to the fourth grade. The whiteboard got the highest frequency because it was used 4 times. Dialogues and pictures were used twice each one; and, flashcards and songs were used once each one. In this grade, the whiteboard was also used for writing the topic of the class and vocabulary words, and to explain the use of grammar structures.

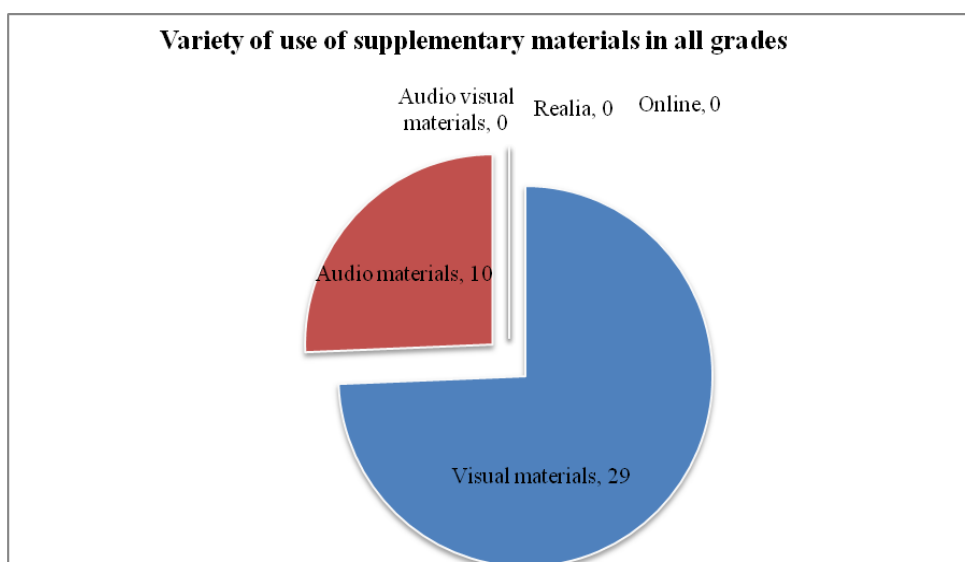
In relation to students' survey, the students responded mostly that they liked the materials used in class but they would have preferred other types of materials such as videos, movies, online materials because they are funny and interactive.

With regard to the teachers' survey, the teacher in this grade mentioned that she considers important to use different types of materials because students have different learning preferences; some of them like to learn by singing or by watching colorful images. According to the teacher, supplementary materials improve the learning process and motivate students to be interested on the lessons.





With regard to the variety of supplementary materials used in the ten observed classes, the graphic below shows that the use of material was concentrated on visual materials with a slightly preference to audio materials. Visual materials were used 29 times and audio materials were used 10 times in all the observed classes. The highest value obtained in the use of visual materials is influenced mostly by the frequent use of the whiteboard in each grade because all teachers used these materials in almost all the classes.



## Conclusions

- The supplementary materials mostly used by teachers in this research were: whiteboard, pictures, flashcards, songs, stories, posters, dialogues, and handouts.
- According to the analysis made to each supplementary material used during the observed classes, almost all of them were pertinent because they helped the teacher to achieve the objectives of the lessons and to clarify the contents of the lessons.
- A great part of supplementary materials used in all the observed classes were appropriate to students' age because they were related to learners' interests and motivated them to gain knowledge and to participate actively.
- Almost all materials were appropriate to students' level because learners were able to understand the topics and to develop activities easily.
- The results of this research have shown that the whiteboard was the most frequently used supplementary material because it is the type of resource generally available for teachers in all grades.
- Other types of materials mostly used during the observed classes were flashcards and pictures because, as teachers explained, learners retain knowledge easily by the use of colorful images.
- It was observed that students participated more actively when songs were used as supplementary materials. According to the students' survey, students considered that this type of material is fun and helps them to learn better because they enjoy the classes.

### Recommendations

- Teachers should vary the type of supplementary materials according to students' needs.
- The whiteboard is the type of resource habitually available in the classrooms and it should be used with more creativity and originality to provide learners a good source of learning experiences.
- Teachers should always take into account children' age to select supplementary materials. Specifically, those resources that awake students' curiosity and motivation such as stories and realia should be more used for teaching in EFL classrooms.

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## ANNEXES

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

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

**Author:**

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

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

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

**Author:**

**Source:**



## Quantitative tabulation

**Chart five:** Frequency of use of supplementary material.

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

**Author:**

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

## OBSERVATION SHEET

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

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

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

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

**OBJECTIVE (S):**

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

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

**DESCRIPTION OF THE USED MATERIAL:**

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

How was it used?

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

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

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

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

---

---

---

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

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

---

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---

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

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

---

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---

Was it elaborated and applied with creativity and originality?

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

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---

Were students motivated with the presented material?

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

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How do you consider the quality of the used material?

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## TEACHER'S SURVEY

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

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

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

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

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

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

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

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

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

Why?

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## STUDENTS' SURVEY

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

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

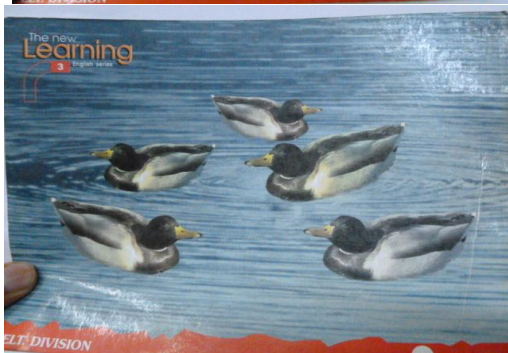
**CLASS N°** \_\_\_\_\_

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

<b>PREGUNTAS</b>				<b>SI</b>	<b>NO</b>
¿Te gusta el material utilizado por el profesor en la clase de ingles?					
¿Te ayudo a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con que materiales crees que aprenderías mejor el tema de la clase?					
<b>VISUALES</b> <ul style="list-style-type: none"> <li>• Flash cards ( )</li> <li>• Diapositivas ( )</li> <li>• Mapas ( )</li> <li>• Gráficos o fotos ( )</li> <li>• Tablas u organizadores gráficos ( )</li> <li>• Hojas con actividades ( )</li> <li>• Posters ( )</li> <li>• Tarjetas con palabras ( )</li> <li>• Pizarrón blanco o negro ( )</li> </ul>	<b>AUDIO</b> <ul style="list-style-type: none"> <li>• Canciones ( )</li> <li>• Diálogos ( )</li> <li>• Historias ( )</li> <li>• Cuentos ( )</li> </ul> <b>AUDIOVISUALES</b> <ul style="list-style-type: none"> <li>• Videos ( )</li> <li>• Películas ( )</li> <li>• documentales ( )</li> </ul>	<b>OBJETOS REALES</b> <ul style="list-style-type: none"> <li>• objetos: juguetes, plantas, frutas, etc. ( )</li> </ul> <b>ONLINE</b> <ul style="list-style-type: none"> <li>• Websites ( )</li> </ul>			
¿Qué materiales adicionales te gustaría que el profesor utilice en clases? <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>					
¿Con que frecuencia te gustaría que se utilice el material didáctico adicional? ( ) siempre      ( ) de vez en cuando					

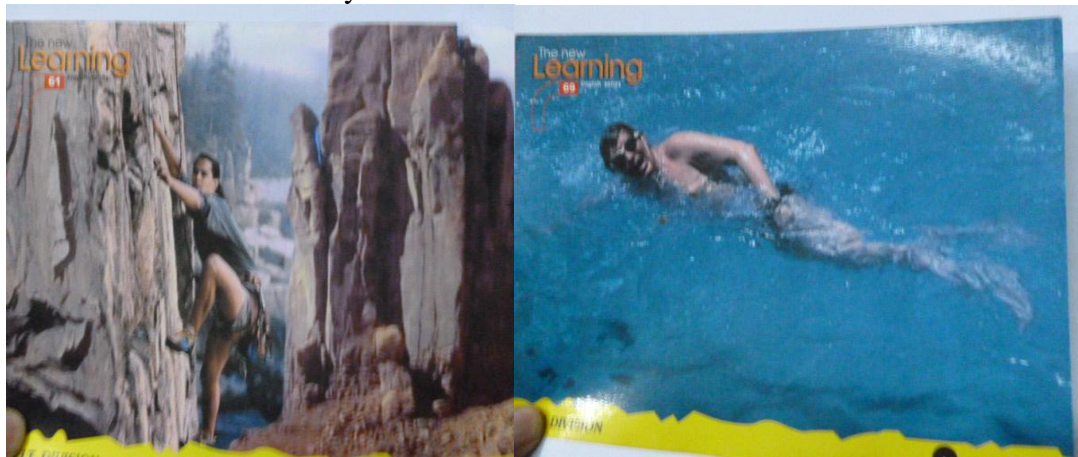
Flashcards

4<sup>th</sup> year

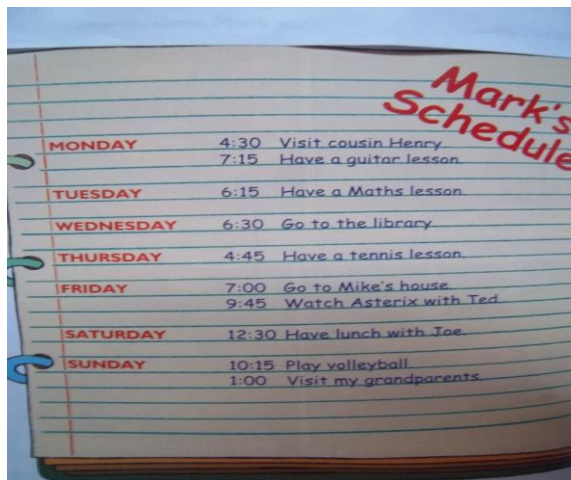


Flashcards

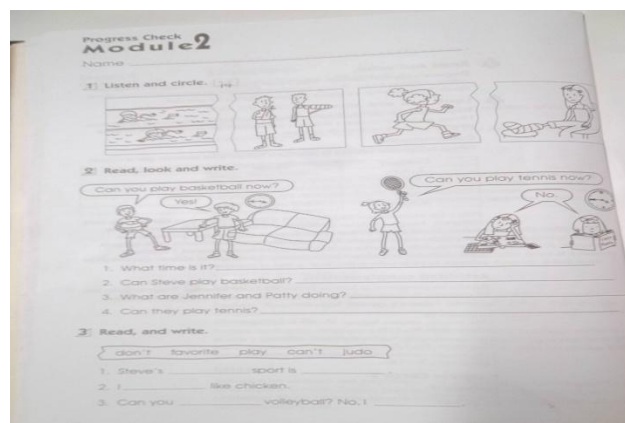
5<sup>th</sup> year



Poster 6th year



Handouts





4<sup>TH</sup> YEAR



5<sup>TH</sup> YEAR



6<sup>TH</sup> YEAR

