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AN ANALYSIS OF TURKISH PRIMARY SCHOOL EFL TEACHERS' USE OF SUPPLEMENTARY MATERIALS: A CASE STUDY ON PROBLEMS AND SOLUTIONS

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SCIENTIFIC ETHICS STATEMENT

I declare that I complied with all the rules of academic and scientific ethics from the proposal stage to the completion of this study titled, "An Investigation into Challenges Experienced by EFL Teachers and Their Overcoming Strategies in Emergency Remote Education during the Pandemic Covid-19 in Turkey," which I prepared as a Master's thesis, that I obtained all information in terms of the Project within the framework of scientific ethics and traditions, that I showed sources for each quotation I made directly or indirectly in this study I prepared as a Master`s thesis in accordance with the writing rules and that the works which I used are shown in the bibliography.

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ÖZET

YÜKSEK LİSANS TEZİ

TÜRKİYE'DEKİ İLKOKULLARDA GÖREV YAPAN İNGİLİZCE ÖĞRETMENLERİNİN YARDIMCI MATERYAL KULLANIMININ İNCELENMESİ: PROBLEMLER VE ÇÖZÜMLER ÜZERİNE BİR VAKA ÇALIŞMASI

DİLEK KORKMAZ

Türkiye'deki devlet ilkokullarında görev yapan İngilizce öğretmenleri, öğrencilere konuları somut hale getirme amacıyla kendi hazırladıkları ya da edindikleri materyalleri öğretim ortamına dâhil etmektedirler. Bu ekstra materyallerin kullanımında da bazı problemlerle karşılaşılmaktadır. Bu çalışmanın temel amacı öğretmenlerin karşılaştıkları bu problemleri tespit etmek ve çözüm önerileri sunmaktır. Bu çalışma nitel bir vaka çalışmasıdır ve çalışmada katılımcı olarak 2 İngilizce öğretmeni yer almaktadır. Katılımcıların seçilmesinde amaca uygun örneklem yöntemi kullanılmıştır. Bu çalışma 6 hafta sürmüştür. Bu sürede veri toplama amacıyla sınıf gözlemi, görüşme ve öz-değerlendirme raporu yazımı teknikleri kullanılmıştır. Veri analizinde ise kodlama ve tema oluşturma yöntemlerine başvurularak veriler sistematik bir şekilde analiz edilmiştir. Bulgular göstermektedir ki öğretmenler öğrencilerde dikkat dağınıklığı, öğrencilerin ekstra materyal kullanımı ile ilgili yönergeleri anlayamaması, teknik problemler, ders saatinin yetersizliği, öğrencilerin yavaş hareketleri, ekstra materyallerin zarar görmesi ve öğrencilerde ders materyali eksikliği gibi bazı problemlerle karşı karşıya kalmaktadır. Bu sorunlara alternatif çözüm önerileri de çalışmada sunulmuştur (materyali uyarlama, yönergeleri adım adım verme vb.) .

Anahtar Kelimeler: Türkiye'deki İngilizce öğretmenleri, Ekstra materyal kullanımı, Problemler, Çözümler

ABSTRACT

MA THESIS

AN ANALYSIS OF TURKISH PRIMARY SCHOOL EFL TEACHERS' USE OF SUPPLEMENTARY MATERIALS: A CASE STUDY ON PROBLEMS AND SOLUTIONS

DİLEK KORKMAZ

EFL teachers teaching in state primary schools in Turkey create or employ supplementary materials to promote concrete learning. However, in some cases, the use of supplementary materials leads to several problems. The main purpose of this study is to define these problems and to develop strategies for overcoming them while using the supplementary materials. This is a qualitative case study and two EFL teachers participated in this study. A purposive sampling technique was applied to select the teacher participants. The study took place over six weeks. The data were collected through classroom observation, interviews, and self-evaluation reports. The collected data were analysed by coding and theming. The findings revealed that teachers encountered problems such as students' being distracted, students' not understanding the instructions for using the supplementary materials, technological issues, insufficient class time, slowness of young learners, damage to the supplementary materials, and lack of materials for students (e.g., scissors or glue). The study also provides some alternative strategies for overcoming these problems (e.g., adaptation of material, giving instruction one by one etc.).

Key words: Turkish EFL teachers, Supplemental material use, Problems, Solutions

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ABBREVIATIONS

BA Bachelor of Arts

CAVL Computer-Assisted Vocabulary Learning

CLL Communication Language Learning

CP Critical Pedagogy

EB Emergent Bilingual

EFL English as a Foreign Language

ELD English Language Development

ELT English Language Teaching

IWB Interactive White Board

L1 First Language

L2 Second Language

MA Master of Arts

MONE Ministry of National Education

OECD Organisation for Economic Co-operation and Development

PPP Presentation-Practice-Production

SLA Second Language Acquisition

TBL Task-based Learning

TLMP Transformative L2 Materials Program

TP Transformative Pedagogy

VOA Voice of America

YÖK Yüksek Öğretim Kurumu

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1. INTRODUCTION

1.1. Supplementary Materials

Materials are any kind of equipment applied by students or teachers to make language learning more accessible and develop foreign language learning. Any types of instruments used to enrich the learners' language experiences are called as materials (Sarıçoban & Tavil, 2012). According to Kessler (1992), anything that supplements the present materials and supplies chances for learners are called as supplementary materials. Similarly, Herrera & Hermínia (2012) defines supplementary materials as extra assignments that have purposes and roles in teaching. In other words, supplementary materials are any extra materials that can be used besides coursebook (Spratt et al., 2012).

Teachers may choose and use various kinds of supplementary materials in teaching (Diyanti, 2010). There are several reasons for using supplementary materials in the lessons such as changing unsuitable activities or tasks, presenting deficient parts in coursebook, supplying appropriate materials according to students' needs, giving extra exercise, and varying teaching (Spratt et al., 2011).

Flashcards, pictures, photographs, songs, videos, and worksheets may be considered as some remarkable examples of supplementary materials which are preferred by students for being enjoyable (Tomlinson, 2013, pp. 147). For this study, supplementary materials are viewed as all materials aside from coursebook that teachers and students use to improve and facilitate language learning.

1.2. Use of Supplementary Materials in ELT

Course books normally cover specific language structures and may sometimes not fully address the needs of all learners in a classroom. Furthermore, necessary educational resources are always not provided to lecturers or teachers while teaching English language (Adil, 2022). As such, teachers may need additional materials to help learners explore, comprehend, and encounter a foreign language (Tomlinson, 2013, p.108-109). The most important components of foreign language learning are teachers, students and materials (Ekşi, 2015). Therefore, using supplementary materials in English classes may be something of a necessity. However, these materials should not be designed at

random; rather, they should be designed in accordance with certain principles. Tomlinson (2020) claims that the primary principle for teachers is account for their students' needs during the process of design and creation. Next, the materials should be authentic by providing learners with an opportunity to have interaction in the target language. As the use of materials boosts the students' motivation and performance in English language classes (Dodd et al., 2015), teachers often take advantage of various kinds of materials in the classroom other than course books in order to strengthen their students' learning. Moreover, teachers are responsible for stimulating learners' interests and curiosity, guiding them to experience rich input, and to paying attention to the outcome feedback (Tomlinson, 2020).

Tomlinson (2013) points out that teachers today have a rich array of supplementary materials to integrate class time, including students' books, visuals, workbooks, teachers' guides, videos, CDs, publications, online activities, and others (e.g., newspapers, dictionaries, and cassettes), as well. To sum up, the correct selection and use of supplementary materials boosts the students' involvement and performance for in the classroom (Peña & Sarmiento, 2012).

Foreign language teaching materials should also have several features; firstly, they should be presented in an authentic context. Secondly, they should draw students' attention to the linguistic features of the input. Thirdly, they should support learners in using the target structures for communicative purposes. Different learning styles (auditory, analytic, dependent, experiential, global, independent, kinaesthetic, studial, and visual) and affective attitudes (emotions and feelings) of learners should also be taken into consideration. Next, they should enrich the activities and motivate learners including both right and left-brain activities; they should not be based frequently on controlled practice; and finally, they should enable effective feedback (Tomlinson, 2011, p.8-23).

1.3. Problems Related to the Use of Supplementary Materials in L2 Teaching

Using supplementary materials improves both EFL teachers' and learners' performance in the language classroom. In this sense, the application of well-developed and useful supplementary materials is a considerable issue in growth of pre-service teachers, too (Metboki, 2018). In Turkish context, prospective EFL teachers take Instructional Technologies and Material Design trainings. The main aim of these trainings is to help

teachers create and design teaching materials effectively (Yüksek Öğretim Kurumu [YÖK], 2006).

Yet, teachers and students face some problems related to designing or using supplementary materials. Other concerns may also arise in the classroom, including problems related to the classroom environment, course books, students' unwillingness or anxiety, lack of equipment, ineffective use of time, culture, lack of pair or group work, unsuitableness of activities, and other factors (Adil, 2022).

Wahyuningsih et al. (2021) also set forth that teachers have some difficulties while developing teaching resources such as lack of ability and knowledge in creating digital materials; and planning, implementing, and organizing technological learning materials.

1.4. Research on the Use of ELT Supplementary Materials in Primary Schools

Teachers around the world need to use some types of different materials in teaching English; however, there is not much interaction or report on the use of these supplementary materials among teachers. There may be several reasons for that; geographical issues such as not any access to the channels of experienced communication such as conferences or other platforms; unique situations; and different contexts and educational systems (Masuhara, McDonough & Shaw, 2013).

Previous research has yet examined the use and developments of supplementary English language teaching materials (e.g., Al-Mousawi, 2020; Barjesteh et al., 2015; Diyanti, 2010; English, 2016; Karademir et al., 2021; Le & Polikoff, 2021; Milal et al., 2020; Olpińska-Szkiełko, 2015). Some studies also have investigated how to prepare and use these supplementary materials in classes (e.g., Edwards & Burns, 2016; Holmes et al., 2012; Rahimi et al., 2015; Tomlinson, 2019). However, few studies have examined the challenges that EFL teachers, especially in primary schools, face while using supplementary materials in Turkish context (e.g., Çulha, 2018; Işık, 2018). So, this study may highlight the problems EFL teachers faced and provide some solution ways.

Ellis (1997) put forward that there is very few published resources on teachers' retrospective evaluation of the materials used in their classroom, though those types of evaluation lead to improvement of these supplementary materials and help teachers determine whether the supplementary materials are worth using. Tomlinson (2012) makes out that there are few articles and books (e.g., Madsen & Bowen, 1978; Swales,

1980) on how to effectively develop and make use of teaching materials. The author also adds that very little published information exists about how teachers and students engage with supplementary materials in classes, and therefore, he emphasizes the importance of investigating this issue. Andres et al. (2022) also currently state there have been few studies into the use of supplementary teaching materials used by English language teachers.

1.5. Rationale of the Study

Teachers should develop and use EFL supplementary teaching materials actively as they boost the interaction, motivate students in classroom, make lessons easier and convenient, and increase learners' success (Edward et al., 2020). Therefore, Tomlinson (2019) suggests that more research is needed concerning the application and development of English language teaching (ELT) supplementary education tools and researchers should share the results of such studies with English teachers. Hereby, teachers may consider these results while developing and preparing L2 supplementary materials to be used.

Evaluating the used supplementary materials in the classroom contribute to EFL teachers' skills on effective materials use. Besides this study may also be a necessity as Milal et al. (2020) states that teachers' skills related to the creation and use of materials should be developed.

It is assumed that this study increases awareness of EFL teachers on using supplementary materials and contributes to EFL teachers' skills, as well as supporting their professional development.

1.6. Purpose of the Study

It is known that students at primary schools are in a sensitive and critical learning period. Therefore, students in this period need concrete objects or materials to support their learning at this stage. So, it is crucial to choose and handle with the suitable materials for them (Olpińska-Szkiełko, 2015).

The main objective of this study is to define some difficulties Turkish teachers or students face while using EFL supplementary materials in the classroom and to suggest practical solutions to these problems.

1.7. Research Questions

1) What difficulties do EFL teachers face while using supplementary materials in Turkish primary schools?

2) What are the main solutions preferred by EFL primary school teachers to overcome these challenges?

2. THE REVIEW OF LITERATURE

2.1. Introduction

This chapter presents the previous literature on the use of supplementary materials in various types of schools (e.g., primary, secondary, and high schools) includes several studies (Galán Cherrez, Maya Montalvan, Garcia Brito & Montece Ochoa, 2018; Le & Polikoff, 2021; Olpińska-Szkiełko, 2015; Quigley, 2021; Salas & Salazar, 2012).

The literature has also presented valuable information on topics such as the supplementary digital materials used in classes (Karademir et al., 2021; Lopez-Alvarado, 2017; Yükselir & Kömür, 2017); the efficacy of supplementary EFL materials (e.g. videos, flashcards, and Web tools); the strategies applied by English teachers; suggestions for teachers and researchers about the design and use of supplementary materials (Tomlinson, 2019); the adaptation, design, and development of EFL supplementary supplies (Al-Mousawi, 2020; Barjesteh et al., 2015; Çulha, 2018; Diyanti, 2010; Edwards & Burns, 2016; English, 2016; Rahimi et al., 2015; Tomlinson, 2012; Tomlinson, 2019); the use of supplementary materials for different purposes (e.g. vocabulary teaching (Alnajjar & Brick, 2018; Holmes et al., 2012; Kablan et al., 2013; Wisudayanti, 2012**;** Wahyuni et al, 2014), grammar teaching (Mantasiah et al., 2018; Saleh, 2022; Su, 2019; Thakur, 2015); and the effects of using EFL supplementary materials on teachers' professional development (Bolitho, 1990; Bristi, 2014; Milal et al., 2020; Moore et al., 2021; Tomlinson, 2013).

2.2. The use of supplementary materials in different levels

Many EFL teachers from diverse kinds of schools and educational contexts include supplementary materials in teaching. These contexts are mainly primary, secondary, and high schools.

2.2.1. The use of supplementary materials in the primary school level

The need and use of supplementary materials, especially for EFL, has been dealt with several studies (e.g., Galán Cherrez, Maya Montalvan, Garcia Brito & Montece Ochoa, 2018; Le & Polikoff, 2021; Olpińska-Szkiełko, 2015; Quigley, 2021; Salas & Salazar, 2012).

To learn why and how primary school teachers use supplementary materials in teaching, Quigley (2021) examined 49 primary school teachers' ideas and practices in mathematics lessons in New South Wales. The researcher used a questionnaire for all the teacher participants, as well as four interviews with four willing teacher participants to gain a deeper comprehension. The teacher practice included the teacher's beliefs about helping the students understand abstract themes; as a result, the use of concrete materials was expressed as one of the valuable methods. Constructivism and Learning Theories (Piaget, 1973; Bruner, 1996) also support the use of concrete materials, as they both evolve a process from concrete to abstract. If the students see, feel, or touch the materials, their engagement and interaction are enriched. Quigley's study concluded that using concrete materials in teaching developed students' abilities, automaticity, fluency, learning styles, memory, thinking, and understanding. The study also aligns with the idea that teacher' opinions and practices affect which concrete materials are used in the classroom.

As for the effect of English language development (ELD) curriculum materials on student success at different school levels, Le and Polikoff (2021) examined the effectiveness of English language curriculum materials, how the schools use ELD curriculum materials and adopt state curriculum materials differ in the state of Texas, in the United States. The focus of the study was mainly elementary level. Interviews were conducted with twenty-eight school district leaders in Texas and reviewed the usefulness of textbooks in a previous study. As a result of interviews, the leaders took certain factors into account when deciding on or adopting the ELD curriculum materials: the number of emergent bilingual (EB) students, EB students' achievement, beliefs for second language acquisition (SLA), price of the material, budget of the school district, and the programme model of the school district for EBs. The study highlighted students' success is primarily dependent on whether ELD curriculum materials are adapted or not. It was claimed that the results may be generalized worldwide.

In addition, Olpińska-Szkiełko (2015) aimed to analyse some English and German supplementary teaching materials (e.g., class books, pupils' books, and CDs) used primary education in Poland to see whether these materials are used efficiently or not. The study highlights the period of language sensitivity and the selection of language learning contents. It states that the main topics of language learning are generally

related to young learners' surroundings, needs, and interests (e.g., toys, clothes, family, and animals). The study concludes that all the lessons can not only based on the analysed supplementary materials, but the use of those materials may be additional.

All these studies show that supplementary materials use is seen necessary in primary school context, as young learners are in a process from concrete to abstract and sensitive to language learning.

2.2.2. The use of supplementary materials in the middle school level

Supplementary materials are applied in middle school contexts, and some researchers have examined it so far (e.g., Dodd et al., 2015; Karki, 2018; Nurliana, 2019; Surtikanti, 2014).

Dodd et al. (2015) examined the employment of ELT supplementary aids in Ecuadorian middle school context. Both teachers and students attended this study. The focal point of the researchers was four items: Students' engagement, motivation, comprehension, and production. The study showed that these factors were improved when English teachers used supplementary materials in the lessons. A deeper analysis concluded that flashcards, photos, realia, songs, and videos were most effective tools among the supplementary materials (which included blackboard, dialogues, photos, posters, PowerPoint, realia, songs, stories, tables, video, and worksheets), and that these materials increased students' motivation and participation. In contrast, blackboards, tables, and worksheets were found to be less effective. In the conclusion of the study, the researchers argued that student motivation is a key element in language teaching. So, teachers should make lesson plans to use supplementary materials to strengthen students' desire.

Karki (2018) explored supplementary English resources in five state schools of Nepal via qualitative research. Five English teachers were interviewed, 5 classes were observed, and 6 students attended in focus group discussions. The supplementary materials used classified in four groups: visual, audio, audio-visual, and digital. The study showed that visual materials were used more than digital or audio materials; they were mainly for reading and writing skills; and teacher competence is also a key element that affects the application of supplementary materials. It also implied that language teachers should determine the supplementary materials taking the learners'

age, interests, and levels into consideration, be creative and innovative in the selection of supplementary teaching resources.

Nurliana (2013) made a try-out of a model of supplementary English materials (descriptive text, narrative text, and recount text) for 8th-grade students in Indonesia. Sugiyano's (20213:298) development model was adjusted in this research. The supplementary materials were given to 34 students in six meetings. The researcher observed and filled in the observation form to assess the use of the materials. Despite of some positive and negative points of the materials, it was seen that the used materials were mostly appropriate for the learners; because it fulfilled the students' needs and it was in concordance with the local content of curriculum applied in 2013.

In summary, students' needs, motivation, participation, and understanding are taken into consideration while using supplementary EFL materials in the middle school level.

2.2.3. The use of supplementary materials in the high school level

Related to the use of EFL supplementary tools in high school context, the literature includes some researches (e.g., Galán Cherrez, Maya Montalvan, Garcia Brito & Montece Ochoa, 2018; Işık, 2018; Nguyen, 2022; Salehi & Zamanian, 2012).

To explore the issue at the secondary level, Işık (2018) investigated the efficiency of curriculum materials applied in Turkish EFL high schools. One hundred-forty-four English teachers and 811 EFL students of private high schools, state high schools, and state Anatolian high schools took part in the study. A questionnaire with thirty-seven items and an interview protocol were used as to collect data with the aim of eliciting the participants' opinions about the EFL materials. The results presented that the participants of state high schools were glad with the EFL curriculum materials used. But, teachers and students of private high schools and state Anatolian high schools had negative attitudes towards them. Therefore, it was concluded that teachers and students from private high schools and state Anatolian high schools had some problems with the EFL teaching materials prepared by international publishers. It was also revealed that the results from teachers and students of the same schools were very similar, so it can be said that school type is also an influential factor in the participants' responses concerning the EFL materials. Finally, the researchers suggested that the most suitable materials should be specified, piloted, and employed in ELT classrooms.

Salehi and Zamanian (2012) highlights the students' needs while defining the supplementary materials to be used. 40 EFL teachers of talented students from 23 high schools in Iran participated in the study. These teachers said that supplementary materials are necessary as their students are different from the others and the materials supplied from Ministry of Education are inadequate. The interviews were applied through phones or in person. The results showed that at the first and second grades, reading texts for comprehension and workbooks are mostly applied while at the third and fourth grade multiple choice tests are involved in the process. Because at the fourth grade take the university entrance exam. Therefore, it would be beneficial to make need analysis before using some supplementary materials.

In a recent study by Nguyen (2022) analysed the application of supplementary materials in high school context, the effective materials in speaking activities, and high school teachers' and students' perspectives about supplementary materials. The study included 10 teachers from 2 schools and 100 students at grade 10 and 11 as participants. The data were collected via a survey. The study showed that most used materials were speaking activities and dialogues. Besides, images, pictures, and flashcards were also often applied in speaking activities. The least applied materials were cartoons, comics, dramas, and videos. Totally, the teachers applied seventeen different types of supplementary materials during teaching speaking in English. The study also presented some pros, cons, and solutions while using supplementary materials. The problems were teachers' not understanding the theories of methodology, lack of motivation and teaching facilities, and students' making noises. Fortunately, the suggested solutions were that EFL teachers should do more research on using extra materials, take the learners' needs and knowledge into consideration, ask for feedback from both students and colleagues on the used supplementary materials, and to develop their technological skills.

In conclusion, the study in Turkish context shows the comfortableness of curriculum materials. Yet, all three studies show that supplementary materials are mostly used in high school context and they are very effective for teaching English skills and sub-skills.

2.3. The use of EFL supplementary materials for specific purposes

The recent literature (e.g., Alnajjar & Brick, 2018; Holmes et al., 2012; Mantasiah et al., 2018; Kablan et al., 2013; Su, 2019) has shown that supplementary materials are used for several specific purposes in the ELT classroom. The two main everyday purposes in this respect are to teach grammar and vocabulary.

2.3.1. The use of EFL supplementary materials for grammar teaching

There are several studies on the application of supplementary materials while teaching EFL grammar (e.g., Mantasiah et al., 2018; Saleh, 2022; Su, 2019; Thakur, 2015).

For example, Mantasiah et al. (2018) applied research and development approach and used contrastive and error analysis to develop English grammar teaching materials in Indonesia. The study comprised 5 steps: analysis, application, design, development, and evaluation. 40 students in their 2nd semester in the department of English Literature attended the study. The participants completed a pre-test on writing and translation (from Bahasa to English) first. The weaknesses of the participants were identified according to the results of the pre-tests, and grammar teaching materials were advanced accordingly using error and contrastive analysis. The participants then attended six meetings. During this process, data were gathered through interviews and observation. After the implementation, the students took another writing and translation test. The results of pre-tests and post-tests were compared, and it was revealed that the participants performed better on the post-tests. The three reasons given for their improvement were (1) the grammar teaching materials were tailored to the participants' deficiencies and demands; (2) the participants quickly followed the rules through the contrastive analysis; and (3) the participants recognized and learnt linguistics aspects of both their first language (L1) and second language (L2). It concluded that the most important reason for the participants' mistakes was first language interference. Thus, the researchers suggested that error and contrastive analysis may also be used in design of ELT materials for other non-native learners of English; as linguistics is a significant issue while teaching a language, it should be considered during the design and development of teaching materials.

In a similar study, Su (2019) aimed to examine the application of pattern and local grammar while designing Chinese ELT materials, emphasizing that ELT materials raise

learners' awareness of given grammar structures or patterns. In this sense, when learners are aware of grammatical structures, these patterns may be analysed, and the nature of grammatical structures may thereby be grasped systematically. As a result, learners may more securely express their ideas, opinions, and words and more readily convey the meaning. Su's research also provided some samples of grammar analyses that may be used as a source in teaching English for better understanding. In summary, it was suggested that learners' consciousness should be drawn to grammar patterns through the use of materials to raise their awareness of the patterns and meanings. Teachers may also change the kinds of materials used in classes so that students can comprehend and express meaning more easily.

In brief, supplementary materials that are created as a result of inquiries may strengthen the weakness points of the students in terms of English grammar. Moreover, the learners' attention, needs, and interests are some other key factors to be considered in the use of materials, too.

2.3.2. The use of EFL supplementary materials for vocabulary teaching

Vocabulary is known as a collection of words and it occupies a great place to convey meaning and communicate in a language (Maskor et al., 2016). In teaching English vocabulary, supplementary materials have been applied for years and it has been theme to numerous studies (e.g., Alnajjar & Brick, 2018; Andres et al. (2022); Holmes et al., 2012; Kablan et al., 2013; Wahyuni et al., 2014; Wisudayanti, 2012).

Alnajjar & Brick (2018) used a survey including open-ended questions and Likert scale statements, as well as a group discussion to examine five student-teachers' beliefs in Coventry University (UK) about the use of digital flashcards in English vocabulary teaching. Computer-Assisted Vocabulary Learning (CAVL) tools were used to create digital flashcards, utilizing on Cram, Quizlet, and StudyStack as CAVL tools. In student-teachers' opinions, digital flashcards should be user-friendly, students should be able to access the activities on their mobile devices anytime, and visuals on websites should be of high-quality. Furthermore, the students' age, the captivation of the materials, the quality of the graphics and the teachers' acquaintance with CAVL tools should be considered in choosing digital materials. The student participant-teachers thought that digital flashcards are more useful than physical flashcards. However, the participants were not willing to use digital flashcards in their classes. It was suggested

that further study was needed to understand why student-teachers are reluctant to integrate these digital flashcards into lessons and to find a way to blend CAVL tools into English classes.

The way of vocabulary learning changes according to ages of students as younger students learn words as collections (Cameron, 2001). In this regard, Holmes et al. (2012) observed 507 vocabulary lessons in K-3 classrooms on the use of supplementary materials in teaching vocabulary. The observations were made in various schools in terms of accountability levels. The results emphasized the value of vocabulary knowledge in early childhood and suggested that children should be exposed to more vocabulary and should enrich their vocabulary in various contexts. The lessons during which the observations took place included language arts, mathematics, science, and social studies. The education tools applied by the teachers were classified in six stages (Table 2.1).

Table 2.1 Hierarchy of Materials Utilized by the Teachers in the Classes (Holmes et al., 2012, pp.240)

Levels	**Description**
Stage 1	Oral information
Stage 2	Written definitions of the words
Stage 3	Visuals or pictures of real-life materials
Stage 4	Representation or model of real-life materials
Stage 5	Artifacts of materials
Stage 6	Real-life materials (in their natural habitat)

Supplementary materials for L2 vocabulary teaching provide an easy and time-saving process for teachers and students (Hermínia and Herrera 2012). Kablan et al. (2013) examined the existing studies to see the effective educational materials use in the classroom. The study included 57 experimental studies conducted in Turkey and questioned whether the use of materials contributes to learners' academic success. This study involved different themes such as English, science, mathematics, social studies, and Turkish; 3 types of educational stages, including primary, secondary, and university; and different types of materials such as cartoons, presentations, concept

maps, handcrafts, and others. The results showed that material use positively affected the learners' academic success regardless of the educational context, theme or materials used. The types of materials used in the lessons varied according to the students' levels, themes, and school accreditation levels. The results showed that the use of concrete materials was more frequent in science and mathematics classes than in language art classes. Also, some vocabulary items adapt themselves to real life more than others. The researchers suggested that teachers may explore some new ways of supporting the teaching of vocabulary, such as the use of concrete materials.

2.4. The use of digital EFL supplementary materials

Developing technology creates new online supplementary materials (e.g. multimedia tools and applications) and includes these digital materials into classroom enriching the learning environment (Kelsen, 2009). In addition, the pandemic has shown that teachers need to use effective digital teaching strategies to overcome and use digital supplementary materials (Andres et al., 2022). Some researchers have examined the usage of digital EFL supplementary materials (e.g., Andres et al., 2022; Lopez-Alvarado, 2017; Yükselir & Kömür, 2017**).**

As a recent study during Covid-19 pandemic, Andres et al. (2022) studied whether video-based supplementary materials make contribution to developing grade-5 students' vocabulary skills. The participants were 40 students in an elementary school in Philippines. The students exposed to several videos and activities mainly based on vocabulary knowledge and made by the teacher. The researcher used a pre-test and post-test on vocabulary, and a questionnaire to gather data. The two-month experimentation resulted that video-based supplementary materials developed the students' vocabulary competence, and abilities of collaborating, creating, critical thinking, and understanding, as well.

Lopez-Alvarado (2017) examined how videos are used as extra materials in teaching English language. In this study, a class was prepared to cover 4 main language skills (e.g., listening, speaking, reading, and writing). 16 students (aged 17 to 19) who were either in their final year of high school or their first year at university attended the study. A video about traffic problems in New Zealand was given as an authentic material in the class, giving the students the opportunity to hear different English accents. First, the teacher informed the participants about what they were going to watch, presented new

vocabulary via different techniques such as synonyms and showing visuals. Afterward, the students watched the video. In this step, the students also could see the subtitles of the video. They listened to the video once to understand the gist, and then a second time to get specific information. Then, the students attended the speaking tasks: a controlled task, free practice or role play. The students benefited the new sentence structures and vocabulary from the video during the tasks. Finally, the students chose to draft an article, an adventure story, an e-mail or a letter related to the topic of the video. The teacher gave feedback to the students' works. The feedback on the writing assignments was meaningful, as it was given within a short time frame. The study revealed that comprehensible and meaningful input is interesting and motivating for learners. As such, the authors recommended that this issue should be considered while planning lessons.

Yükselir and Kömür (2017) examined how using online videos affect Turkish EFL learners' speaking abilities. Twenty students in an English language preparatory class of a Turkish university participated in the study. Ten students (5 females and 5 males) watched online videos on BBC, YouTube, TED, and VOA outside the class for 5 weeks. These online videos were defined by the researchers before the study. The researchers handed worksheets to the students related to the videos. The student participants also took two speaking exams: one before and another after watching the videos. For the exams, they were asked to choose topics and talk about them. According to the results, the female students achieved more than male students. Furthermore, the scores of the second exam were higher than the scores of the first exam. As such, the study concluded that videos are effective with respect to the development of EFL learners' speaking ability.

2.5. The design and development of EFL supplementary materials

How to design and develop EFL supplementary materials has been theme to some studies (e.g., Al-Mousawi, 2020; Barjesteh et al., 2015; Çulha, 2018; Diyanti, 2010; Edwards & Burns, 2016; English, 2016; Rahimi et al., 2015; Tomlinson, 2012; Tomlinson, 2019).

Al-Mousawi (2020) examined ELT materials development via Communicative Language Learning (CLL) that involves 2 pedagogies in language learning: Presentation, Practice, Production (PPP) and Task-based Learning (TBL). The

researcher introduced a new approach in this area: the text-driven approach. This approach is based on some second language acquisition principles that are helpful in language learning and it aims to provide learners with a comfortable learning atmosphere. It includes 5 steps: readiness, experiential, intake response, improvement, and input response activities. Al-Mousawi's study noted that the materials should be authentic, communication-based, up-to-date, purposeful, and meaningful to learners in language teaching. Learners also should be exposed to a comprehensible and rich input for better learning, as well.

From another viewpoint, Barjesteh et al. (2015) did research for the design, development, and application of English teaching materials according to Critical Pedagogy (CP) and Transformative Pedagogy (TP). One hundred ten Iranian participants (teachers, language institution teachers, and instructors) answered 5-item questionnaires. The Transformative L2 Materials Program (TLMP) was developed by the researchers in this study. It includes twenty-two principles upon learners' real-life situations. According to TLMP, learners' culture, demands, individual learning styles, and social contexts are critical elements in learning. As such, materials should be planned, improved, or adapted according to these factors. The researchers also suggested that CP should be used in ELT, that students should be critics during the learning, and can have a role in the assessment and evaluation aspects of their own learning.

With regard to English language education, Çulha (2018) examined the English language teaching curriculum of primary and secondary schools (Grades 2 through 8) published by the Turkish Ministry of National Education (MONE) (2018). This examination presented an overview of the types of technology and materials that are involved in the curriculum, including all the class levels. The programme provides different useful contexts to learners, such as advertisements, fairy tales, menus, poems, songs, stories and websites. It also offers different tasks and activities. The analysis found that the use of technology is more prominent in the secondary school than the primary school. There are also some other differences between the school levels. To exemplify, advertisements, cartoons, conservations, illustrations, songs, posters, and videos are mainly used in primary schools; while picture dictionaries, videos, posters, songs, and stories are more frequently applied in secondary schools. In addition, chants and songs, drawing and colouring, and matching activities were most often used in

primary schools, while games, matching, labelling, and true/false/no information were most frequently used task types in secondary schools. Fortunately, posters and visual dictionaries were the most frequently applied materials in both primary and secondary schools. The author suggested that informatics, technology, and techno-thematic contexts should be integrated into the curriculum.

Edwards and Burns (2016) focused on writing assessment in English teaching in Australia. This action research is based on that teachers' need to adapt, create, and evaluate classroom materials for the learners' specific needs and teachers' materials development skills. This study is comprised of four circles. First, 2 groups (level 1 and 2) of multilingual learners from various countries participated the study. They underwent a six-week writing practice, got feedback from the teacher, and negotiated about the process and materials with the teacher through focus groups, interviews, and surveys. The data revealed that learners were in need of teacher guidance and self-study materials to get autonomy. In conclusion, the research determined that well-prepared teaching materials and self-study resources raised the learners' self-confidence and motivation.

Furthermore, English (2016) showed that imagination plays a worthwhile role in teaching and learning. With this in mind, teachers may allow students to use their imagination and to be aware of the world (e.g. different cultures, life conditions, and languages) by presenting or creating materials that enhance the students' understanding. Also, through varied materials such as biographies, movies, and artwork, students may empathize with other people and develop their social and cultural skills. These works allow students to open new areas during learning, experience rich adventures, and make their space larger.

Rahimi et al. (2015), on the other hand, studied to combine the principles of Critical Pedagogy and ELT materials in 2 implementations. The study mainly based on Freire's principles; problem posing, generative themes, and concentric circles was applied in Iranian context. The researchers gave suggestions to material developer teachers about how to properly prepare learning materials. In the initial implementation, which took place at a language institute, the teacher-researcher chose an emergent theme about the students' lives and asked several questions to the students. After that, materials that were appropriate for the theme (downloadable materials, listening tracks, and texts) were brought to the classroom. Several questions were also used to boost the interaction

and communication among the students. Afterwards, 4 additional topics were determined for the following parts and discussed in three sessions in order and graded according to their immediacy. The students wrote a short paragraph on the topic. In the second implementation, a widespread occurrence was chosen as the discussion topic. The teacher showed a text and asked the students questions about the text. The questions mostly depended on the students' conditions. Then, the teacher and students discussed the topic. Comparative texts were also applied to help the students develop comprehension of the topic. Two implementations showed how SLA materials may be improved according to a critical-based pedagogy. The study also concluded that the students and teachers were content with familiar topics in their lives.

On the other hand, Tomlinson (2012) put forward that there are very few sources for teachers' material adaptation in the literature and that textbooks tend not to fulfil learners' needs. Teachers also often prefer using handmade materials instead of published materials. Thus, this study proposed some criteria (local or universal) for the evaluation of materials. In this regard, universal criteria may be applied to each learner globally, while local criteria are specific to the immediate teaching context. Evaluation is made for the materials, and analysis is done for the use of materials. Task-based approach was identified as the most popular approach, in which the students do authentic tasks in the class books. Authentic tasks are used to boost communication involving real-life situations. Therefore, the researcher suggested that each text should be authentic, that controversial topics and texts may be acceptable in different cultures, and that materials should follow a humanistic approach. The use of technology may be involved into the classroom, as it provides a comfortable learning atmosphere and a window for learners to the real world. Additionally, the study pointed out that the principles of materials development enhance language acquisition and use of materials. So, teachers seem to criticize class books and adapt them for their learners. When teachers have the confidence to apply a textbook-free class, classes may be more relevant and appealing to the learners. They also provide an opportunity to observe how the language is used for communicative purposes in the classroom.

Tomlinson (2019) examined the recent use of L2 materials and made some recommendations to publishers, researchers, and teachers for the use and development of the materials, taking his own life experiences into consideration. In addition, Tomlinson suggested that all materials need adaptation, and that teachers may adjust

them according to learners' ages, contexts, levels, and other variables. The researcher also suggested that teachers adapt the materials to real-life tasks because authentic communication is more meaningful and suitable to the learning process. The study implied that a significant progress has been recorded in the research on materials development in recent years, mainly concerning the adaptation, design, and development of ELT materials.

2.6. The effects of the design and development of supplementary materials on EFL teachers' professional development

Several resources have identified and described teachers' professional development in many different ways (Bristi, 2014). According to Organisation for Economic Co-operation and Development (OECD) (2015), an effective professional development means a process of teaching, learning, implementation, and assessment to support and expertise teachers. Teachers have a moderate role between the students and materials as the learners cannot reach the materials personally (Bolitho, 1990). It means that there is an interactive relationship between the professional development of teachers with both materials and learners.

There are numerous researches on how the design and development of EFL supplementary materials affects teachers' professional development (e.g., Milal et al., 2020; Moore et al., 2021; Tomlinson, 2013).

Milal et al. (2020) applied a descriptive technique to investigate English language learning and teaching via strategies conducted by teachers. Sixty teachers in three-day training the Sidorjo, Gresik, and Malang regencies, as well as 3 master trainers, took part in the study. The training aimed to develop and diversify teachers' language teaching strategies (e.g., improving and varying materials and managing the classroom). The data were collected through documents, interviews, observations, questionnaires, and reflections. First, the teachers' needs were assessed through questionnaires to define the content of the training programme. Second, the teachers' activities, interactions, and skills in managing the classroom were observed. Third, documentation was used to identify the materials and media activities used by the teachers in the lessons. Fourth, the teachers were interviewed to learn their aims and goals for the lessons, as well as their attitudes and perceptions toward the training sessions. As final, the trainee teachers filled in a post-questionnaire to provide input about their evaluation of the training. This

study concluded that the teachers' skills such as creating materials, managing the classroom, and teaching should be improved; and therefore, teacher training programmes may be needed.

In a study by Moore et al. (2021), the authors demonstrated how curriculum materials affect teachers' professional development in the U.K. Twenty-three teachers and seventeen school leaders were the participants. Interviews with the participants were analysed through the lens of 3 approaches. To the interconnected model (Clarke & Hollingsworth, 2002), teachers have four domains: external, personal, practice, and consequence. The external domain includes input in professional development. The personal domain includes individual beliefs, knowledge, and attitudes of teachers. The domain of practice includes the use of activities and input applied by the teacher. The domain of consequence includes the results. These four domains interact with each other. In the process, the development and utilization of curriculum materials contributed to teachers' professional development. The researchers implied that curriculum materials may be organized according to the teachers' and schools' contexts to make them more applicable.

According to Tomlinson (2013), there are three levels in for teachers to analyse teaching materials: the context of the materials; the tasks (actions, content, and participants) they involve; and their objectives and principles. Analysing materials through this way allows teachers to gain appreciable insight and develop their understanding on the use of materials.

Overall, the literature on the use of EFL supplementary materials has highlighted that using supplementary materials with students in primary schools benefits teachers, students, and learning environment and also provides a purposeful and authentic context.

3. METHOD

3.1. Introduction

This chapter presents the method, design of the study, context, participants, procedure, supplementary materials used in the study, data collection tools, data analysis, reliability and validity, standpoint of the researcher, and research ethics.

3.2. Method

This study was planned as a case study; however, there are several various definitions of a case in the literature. In this regard, Adelman et al. (1984) state that case study is a term that includes several research methods in which an instance is focused on. Researchers in case studies explore issues within a bounded system (case) or start with an issue or problem and bound the case through the research process. In concordance with this, case study methodology is eclectic although the data collection tools mainly are document collection, note-taking, interview, and observation. This definition is consistent with Abbott's identifying a case as an instance (1992).

In education context, Stakes (1995) says that people and programs may be accepted as cases in education and cases are either pre-selected or created. To exemplify, family members, students and teachers may be shown as cases of education system. Besides, the duty of researchers of case studies to discover issues within the cases in their systems (Adelman et. al, 1984). Therefore, two EFL teachers teach at two state primary schools that were selected before the study (pre-selected) were main cases of this study. Each teacher was a bounded system in their school contexts. They were observed, interviewed, asked to evaluate themselves and to write evaluation reports in the issue of EFL supplementary material use in the classroom. The main focus was to explore these teachers' use of EFL supplementary materials while teaching English classroom, to find out the problems they faced and solutions they applied during a 6-week teaching period.

Additionally, Yin (2014) defines a case study as an investigation on an occurrence in its real-world circumstances. In particular, a case study is applied to understand a situation thoroughly. It can be said that data collection through two teacher participants' supplementary materials use in classroom, as their real-life circumstance is in the same line with this identification. In another definition, case studies deeply examine a social

unit and analyses the relations between several factors clarifying the conditions (Best & Kahn, 2018). Concordantly, problems faced and solutions applied are correlated with each other and clarify the favourable use of supplementary materials in classroom.

As for a qualitative approach, it gives more importance to words. So, it is more reflective of the nature of approach (Bryman, 2008, p. 14). For these reasons, this is a case study following a qualitative research method that aimed to examine the use of EFL supplementary materials in classrooms of primary state schools. The data were gathered through observation, interviews, and self-evaluation reports to have a greater insight for the supplementary material used in the participant schools (Table 2). Adelman et al. (2018, p. 62) say that "During observation, the qualitative case study researcher keeps a good record of events to provide a relatively incontestable description for further analysis." For this purpose, a classroom observation form with 8 items was used to see different perspectives of supplementary materials use by the teacher participants in a detailed way in the classroom.

Accordingly, Andrade (2021) states purposive sampling is preferred when the features of a sample suit for the purpose of a study. Therefore, the teacher participants (N = 2) from two primary state schools were chosen in concordance with the aims and questions of this research. Some basic information about the teacher participants is presented in the participants section (see Table 3.3).

3.3. Design of the Study

The schedule of this case study is briefly outlined in Figure 3.1. In line with purpose of the study, the cases in this study were two English language teachers from two state primary schools. The researcher of current study observed the teachers' lessons and how they used numerous types of supplementary materials in lessons through a six-week period.

The observations were made by filling out the classroom observation form in a planned and systematic way (Best & Khan, 2006) by the researcher. The participant teachers recorded their answers to the interview questions and sent these recordings to the researcher after each lesson. Lastly, the teachers wrote a self-evaluation report on how they used EFL supplementary materials and handed these reports to the researcher the following week. The self-evaluation reports included several guiding questions provided to help participants get a better understanding. In this way, the teachers

considered these questions while writing their reports. Both the interviews and reports were coded and analysed by the researcher, as well as two other coders. Some information about coders is seen in the section of reliability and validity.

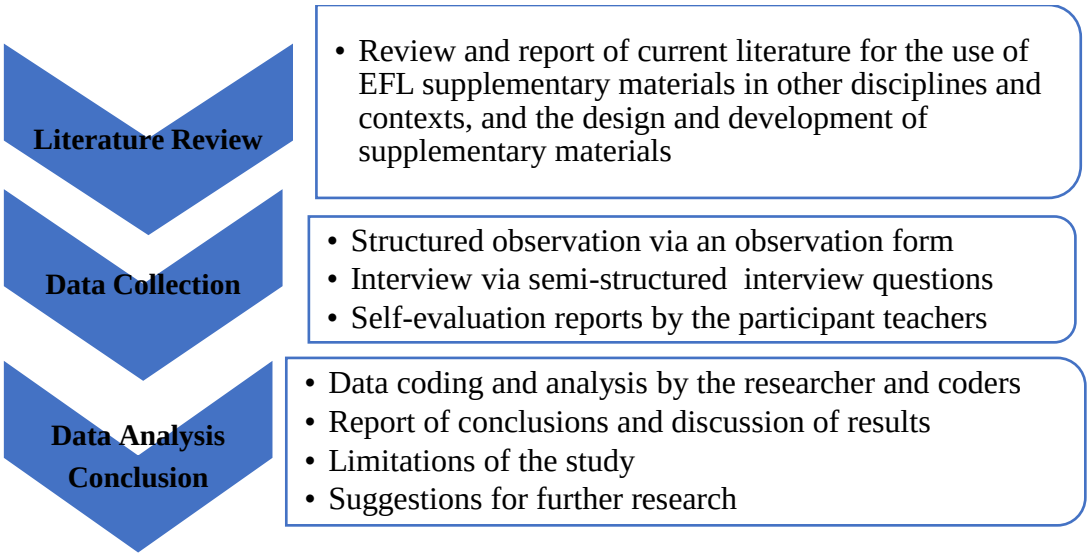

Figure 3.1 Schedule of the Study

The researcher obtained the necessary permissions, defined the teacher participants and schools, and specified the appropriate method and data collection tools for this study. Then, the teacher participants were informed about the process. Each teacher participant filled in the consent approval form (Appendix 9) prior to the onset of the study.

The researcher observed the lessons in the classroom for 6 weeks, conducted interviews with the teacher participants, and asked the teacher participants to write a self-report after each lesson. Overall, the rationales and results of all data collection tools are shown in Table 3.2.

Table 3.1 Techniques and Tools Used for Data Collection in the Study

Data collection technique	**Data collection tools**	**Rationale**	**Results**
1. *Observation*	Classroom observation form	To collect data about the use of EFL supplementary materials in the classroom	Use of diverse types of supplementary materials, challenges during the use of the materials
2. *Interview*	Interview questions	To get the participant EFL teachers' opinions about the challenges and strategies in the creation, design, and use of supplementary materials	Difficulties during the use of supplementary materials and overcoming strategies for these challenges
3. *Self-evaluation*	Self-evaluation report	To get the teacher participants' evaluation and feedback for the challenges and strategies during the creation, design, and use of EFL supplementary materials	The reasons of use of supplementary materials, problems during the use of supplementary materials and strategies for managing these difficulties

3.4. Context

The research setting of this study was two state primary schools in Espiye district of Giresun, Turkey. The schools were chosen as context because this study aims to examine the problems and suggest solutions for EFL teachers teaching at primary schools. Besides, the rationale behind choosing the closest schools from the same neighbourhood was for the researcher to be able to attend the English classes on the

same day. Both of the schools were in the second service area (MONE, 2005) and were oldest schools in the region, so it may be said that their conditions are likely similar to each other.

The purposive sampling technique was applied in this study. Within this context, the researcher visited the schools to obtain permission, and met with English teachers and headmasters of the schools. Both of the schools had only one English teacher, so these teachers were recorded as the participants. The researcher acquainted the participant teachers with the study. The research was carried out in two grades; Grade 2 and Grade 3. More information about the students is available in Table 3.4.

For the materials of national education system is used in state schools, the participant teachers were following the syllabus of the MONE English language teaching program for Grades 2 and 3 through the six-week period (Appendix 1-2).

3.5. Participants

3.5.1. Teacher participants

The participants of this study were 2 English teachers and the demographic information of these teachers is shown in Table 3.3.

Teacher A

Teacher A was thirty-two years old. Graduated from English Language Teaching Program of a Turkish state university, Teacher A had been an English language teacher for more than eight years. The participant school was the first primary school that Teacher A taught at. The teacher received training on materials design and development in ELT during BA programme, and was studying to get a master's degree in ELT.

Teacher B

Teacher B was thirty-nine years old. The teacher graduated from the ELT program of a Turkish state university, Teacher B had sixteen years of experience in teaching English in various schools of the Ministry of National Education in Turkey. Unfortunately, Teacher B did not have any training on materials design and development during BA program. The teacher was studying to get a master's degree in ELT.

Both of the teacher participants took the course for teaching to young learners during bachelor's program in ELT (İngilizce Ögretmenliği Lisans Programı, 2018). In this connection, this study may also reveal how much the courses pre-service teachers took affect their teaching career.

Table 3.2 Teacher Participants' Profiles

Teachers	**Age**	**Gender**	**School**	**Experience of teaching**	**Education**
Teacher A	32	Female	Primary School	8	BA
Teacher B	39	Female	Primary School	16	BA

As Table 3.2 indicates, Teacher B was seven years older than Teacher A. Furthermore, Teacher B had worked at a primary school for four years while Teacher A had only one-year-experience at a primary school. So, it can be said that Teacher B was more experienced than Teacher A. For the reason that the teachers had different teaching experience, their attitudes towards teaching methods and supplementary materials used in the classroom may be different.

3.5.2. Student participants

The students involved in the study were taking two hours of English classes per week. Each class lasted forty minutes. The participant teachers and students all lived in a northern city of Turkey. The profiles of the student participants are shown in Table 3.3.

Table 3.3 Student Participants' Profiles

Students	**Grade**	**Number of students**	**Gender**	**Nationality**
Teacher A's students	3	33	Male=13 Female=20	Turkish
Teacher B's students	2	17	Male==10 Female=7	Turkish

As Table 3.4 illustrates, the student participants' first language is Turkish. The student participants were in the 2nd and 3rd grades. The second-grade students were at the first

year of learning English, and the third-grade students were at the second year of learning English. It is noteworthy that these students were in the concrete operational stage of cognitive development (Piaget, 1947).

The total number of 2nd grade students was 17 (female=7 and male=10), and the total number of the 3rd grade students was 33 (female=20 and male=13).It is also noteworthy that Teacher A's students lived in the same neighbourhood with the school, while most of Teacher B's students came to the school by bus from the surrounding villages.

3.6. Procedure

In the first step of the study, the schools and teacher participants were identified. The study applied in two nearest primary schools in the same district. The necessary permissions were obtained from the Institute of Social Sciences of Ordu University (Appendix 7), the provincial directorate of national education (Appendix 8), and the English teacher participants (Appendix 9).

Secondly, the teacher participants were informed about the research and data collection (classroom observation, interviews, and self-evaluation reports). The dates that were convenient for the researcher and the teacher participants were determined for classroom observation.

When all the data collection tools were ready, the researcher started to attend the English lessons and observe the application of ELT supplementary materials in the classroom. By doing this, the researcher filled out the classroom observation form through six weeks. Each lesson lasted forty minutes. After each lesson, the teacher participants gave answers to the interview questions, recorded their responses, and then sent the recordings to the researcher each week.

The teacher participants also wrote a self-evaluation report on the same day, evaluated the supplementary materials used in the classroom, and finally delivered these reports to the researcher the following week.

The data collected were gathered, coded and analysed by the researcher with the help of the coders. After analysing the data, the research questions were revised and checked to see the link between the RQs and the result. Finally, discussion and conclusion were made, along with some suggestions for further studies.

3.7. Supplementary Materials Used in the Study

During each lesson, the teachers and the student participants followed the course book through interactive presentations on the interactive white board (IWB). The supplementary materials used in the classroom included balloons, cards, colourful cards, digital games, flashcards, handmade materials, number cards, party hats, pictures, posters, songs, toys, toy boxes, videos, worksheets, and Web 2.0 tools.

All the supplementary materials applied by the participants during the lessons are shown in Table 3.4.

Table 3.4 The Supplementary Materials Used by the Teachers and Students in the Classroom

Weeks	**Teacher A**		**Teacher B**	
	Theme	**Supplementary materials**	**Theme**	**Supplementary materials**
Week 1	Ability and Inability Feelings	Interactive presentation, IWB, video, posters, pictures	Numbers	IWB, a paper birthday cake, party hats, number cards, an online game
Week 2	Feelings	Interactive presentation, IWB, pictures, cards, word box	Classroom objects	Song, IWB, Real objects, Hand-out
Week 3	Feelings and Actions	Interactive presentation, IWB, flashcards, card, posters	Numbers	Interactive presentation, IWB
Week 4	Toys and Games	Interactive presentation, IWB, word box, toys (ball, car, cartoon characters, doll, race car, teddy bear) cards	Colours	Interactive presentation, IWB, colourful cards, box, balloons, handmade windmill, songs
Week 5	Toys and Games	Cards, colourful cards, a poster of colours, toys and toy boxes	Colours	Interactive presentation, IWB, worksheet
Week 6	Toys and Games	Colourful cards, Interactive presentation, IWB, a poster of numbers, 3 paper cups	Colours	Interactive presentation, IWB

3.8. Data Collection Tools

The researcher in this case study collected the data through direct observation, interviews, and self-evaluation reports (Best & Kahn, 2006). As the teachers spent a

great deal of time observing the students and the learning atmosphere (Tomlinson, 2013), interviews and self-evaluation reports were chosen for this study. The classroom observation form and the self-evaluation reports were created as Word documents each week. The interview questions were shared with the teacher participants via an online application, and the self-evaluation reports were given to the teachers each week.

3.8.1. Classroom observation

Quigley (2021) suggests classroom observation is an effective way to see how teachers and students include materials in the classroom. Furthermore, direct observation has been emphasized as providing more realistic results (Büyüköztürk, 2020) and may be helpful in handling the situation (Best & Khan, 2006). With this in mind, the observation technique was applied in this study. The observations were made by the researcher using a simply structured classroom observation form. The form (Appendix 4) was created by the current researcher and an EFL researcher before the study. The form included eight items and these items questioned the types of supplementary materials used in the classroom; use of instruction; teachers' checking the understanding of the students; concreteness of the materials; time; feedback; difficulties and handling with the difficulties. The observations took place over a six-week period. Each item on the classroom observation form served to examine one consideration during the use of supplementary materials in the classroom. These considerations are outlined in Table 3.5.

Table 3.5 Considerations in Classroom Observation

Considerations in Classroom Observation
1- The teacher's instructions about the use of supplementary materials
2- Checking the students' understanding
3- The concreteness and the content of the materials
4- The use of supplementary materials by the students
5- Time management
6- Feedback given by the teacher
7- The challenges and overcoming strategies applied by the teachers

3.8.2. Interviews

The interviews with the teacher participants were conducted using open-ended questions adapted by the researcher from Nureldeen (2020) in line with the purpose and the research questions of this study. The interview included seven questions and each question had an aim to analyze one point for the application of the EFL supplementary materials during the lessons (Table 3.6).

Table 3.6 Questions and Themes of the Interview

Questions	**Themes**
Question 1	Types and decision of the supplementary materials
Question 2	Students' interaction with the materials
Question 3	Suitableness of the materials for the students
Question 4	Students' specific requisites in the creation of the supplementary materials
Question 5	Cultural content and relevance of the materials
Question 6	Specific items for the learners in the supplementary materials
Question 7	Challenges in using the supplementary materials

The questions included in the interviews were as follows:

1- What types of supplementary materials did you use in your lesson? Why did you choose them?
2- How did your students engage with the materials you created for them?
3- Did you give recognition to your learners' voices, beliefs, knowledge, and experiences in the classroom? How did you apply this recognition when designing your supplementary materials?
4- Do you think the supplementary materials you used typically addressed the specific needs of your learners? How did they address them?
5- Do you think the materials had cultural content that was relevant to your students? How was it relevant?
6- Do you think any items in your supplementary materials were vital for your students? Why were they vital?

7- Did you have any difficulties using your supplementary materials in your lesson? What were these difficulties?

The teacher participants answered the questions and talked about their experiences after each lesson in their mother tongue, recorded their answers, and sent the voice recordings via a mobile application to the researcher. This allowed the teachers to answer the questions at any place they preferred. Moreover, the voice recordings could be replayed by the researcher multiple times during the data analysis phase. Using a mobile application to send the recordings was also easier and faster. Unfortunately, the researcher could not observe the teachers' non-linguistic features such as body language and gestures during the interviews.

3.8.3. Self-evaluation report

The current researcher created a self-evaluation report template (Appendix 5) with the help of an associate professor and instructor of academic reading and writing in the ELT program. That evaluation report also had some guiding questions in concordance with the main purposes of the study. Through six weeks, the researcher handed one copy of this template to the participant teachers after each observed lesson, the researchers wrote the reports in their L1 and delivered them to the researcher the following week.

3.9. Data Analysis

In analysis, the aims of research are defined; terms are identified; a logical flow is created; categories are counted, interpreted, and reported by the researcher (Büyüköztürk et al, 2020). Therefore, the data collected through the classroom observation, interviews, and self-evaluation were read, examined, coded, and analysed by the researcher according to the codes (Creswell, 2017) in this study. The program JAMOVI was used in the description of the codes.

Firstly, the notes on the observation forms taken by the researcher were reviewed. For analysis, some appropriate codes for two research questions of this study were created by the researcher. The codes generated were similar and consistent for all the three types of data collection, such as the type of supplementary materials, the reason why the supplementary materials selected, the problems faced, and what the overcoming strategies are.

Similarly, recorded interviews were transcribed and coded, as well. It was made through categorization of the recurring themes in the participants' answers. At last, the teachers' self-evaluation reports were read and their considerations were also codified. After coding, suitable themes were identified and given in frequencies transferring on Jamovi. After the researcher's coding and theming, the other coders revised the themes and gave feedback. The researcher edited the themes until there is a consensus among the three coders.

Finally, the themes with frequencies or numbers were presented in tables or charts in cohesion with the items of each collection tool. In addition, the researcher generally quoted from the teacher participants to show evidence for each theme and justify the analysis.

3.10. Reliability and Validity

To collect data, three different tools were used for the purpose of triangulation: classroom observation, interviews, and self-evaluation report. All of the data collection tools were applied in the participants' L1. Thus, the teachers clearly understood and replied the questions comfortably.

The researcher informed the participant teachers about the six-week process before the study. So, the teachers had knowledge about what they were expected to do. The researcher also created several guiding questions on the teacher participants' self-evaluation report document to provide a clear understanding of what was being evaluated in the process. In this way, both the researcher and teachers were able to fulfil their responsibilities.

The researcher needed help from two coders in data coding and analysis to ensure reliability of the study. Coder 1 was the researcher of this study, an EFL teacher at a primary school, with 8 years of teaching experience at MONE in Turkey. Coder 2 had also been an English teacher at a Turkish middle school in MONE for five years and was studying for a master's degree in English Language Teaching. Coder 3 was a lecturer at a state university and considered as an expert on qualitative data analysis. After the data were coded and analysed by Coder 1 firstly, Coder 2 revised, checked, and ratified the codes and analysis. Lastly, Coder 3 examined all the analysis and held it good. It can therefore be concluded that the consensus among the three coders mostly ensured.

The demographic information and condition of the participant teachers and students have been described explicitly in the section on the participants and context. By this means, the results of the study might be evaluated according to the context and setting of the participants.

3.11. Standpoint of the Researcher

In this study, the researcher took part in some phases; firstly, the researcher got the necessary permissions for this study. Secondly, before the study the researcher got an expert help and created all the data collection tools. Thirdly, as Yin (1998) states that direct observation is helpful in the case study context; the researcher attended the English lessons, observed the use of supplementary ELT materials, and filled the observation form. The researcher did not actively participate in any activities in the classroom during the observations. At the same time, the researcher shared the interview questions and handed the self-evaluation reports to the teacher participants after each lesson during data collection. The researcher collected all the data in this way. After data collection, the researcher coded the collected data, created appropriate themes, and analysed these themes. To minimize errors and increase reliability of the data, the themes and codes were checked by two other coders. Finally, the researcher discussed the analyses, made conclusions, revised the limitations of this study, and provided several suggestions for further studies.

3.12. Research Ethics

The requirements of research ethics were fulfilled by the researcher throughout the study. The necessary official permissions were taken from the Ethics Committee of Institute of Social Sciences in Ordu University (Appendix 7), and Provincal Directorate of National Education (Appendix 8). The headmasters of schools and teacher participants were interviewed before the study.

After getting permissions, the participant teachers were provided with necessary information and responsibilities of the study. The teacher participants were voluntary to take part in this study, so they signed a form of consent approval (Appendix 9) stating they were aware of their rights and the potential risks of the research, and may leave whenever they would like to. Accurately, the study did not include the participants' names or any private information.

4. FINDINGS

4.1. Introduction

This chapter presents the observations of English lessons in what supplementary materials used at first, and then the analysis of classroom observation, interviews, and self-evaluation reports.

4.2.Classroom Observation

Firstly, each lesson was introduced below by using the notes taken on the classroom observation forms through a six-week period.

Observation 1

At the initial of the lesson, the researcher was introduced to the students as a guest English teacher by the teacher participants. The researcher greeted the students, and sat down at one desk. The researcher watched the application of supplementary materials carefully and filled in the observation form. The flow of the observed lessons is described below:

Teacher A **Date and Time:** December 14, 2021 / 8.30 a.m.

Grade: 3 **Theme:** Abilities, Inabilities, and Feelings

The functions in this lesson for the 3rd grade students were expressing abilities, inabilities, and feelings. The teacher used the interactive presentation of the coursebook in the lesson. The students first presented their super heroes and talked about the superheroes' abilities and inabilities. Then, the teacher informed the students about the next unit and let them watch a video about feelings. After the students watched the video twice, the teacher asked the students to guess some feelings and say their names in Turkish. After that, the teacher wrote the names of the feelings in both English and Turkish on the white board. Finally, the teacher showed the pictures of feelings, repeated the name of each feeling, and posted the visuals on the board one by one.

Teacher B **Date and Time:** December 14, 2021 / 9.20 a.m.

Grade: 2 **Theme:** Numbers

The target functions in this class for the 2nd grade students were making simple inquiries and counting numbers from 1 to 10. The teacher entered the classroom with a paper birthday cake and some colourful party hats, singing a birthday song. The teacher then started the interactive presentation of the coursebook and let the students listen to that birthday song. Next, the teacher showed the picture of a girl on the board and said, "Lily is 7." Afterwards, the teacher asked the question, "How old are you?" to all the students and gave the paper birthday cake with numbers to the students who volunteered. The students walked around the classroom with the paper cake and number saying their ages (e.g., "I am seven."). After that, the teacher handed the party hats (Figure 4.1) to the students.

Figure 4.1 Party Hats

The students wore these hats and sang the birthday song altogether. Next, the students did an activity on the course book. Finally, the teacher let the students play a number matching game created on a Web 2.0 tool on the IWB. The student participants matched the numbers with their written forms in the game.

Observation 2

Teacher A **Date and Time:** December 21, 2021 / 8.30 a.m.

Grade: 3 **Theme:** Feelings

The teacher started the lesson by repeating the feelings and asking the students how they were. Then, the teacher stuck a "How are you today?" sign on the board, showed

some pictures of feelings, elicited the names of the feelings from the students, and wrote the feelings within the expression “I am ...” on the board. The teacher also taped a visual of each feeling next to the expressions. The students wrote the question and expressions on their notebooks. After then, the teacher showed a word box (Figure 4.3) and said that it was game time. The teacher gave the instructions for the game and asked for a volunteer student. The volunteer student chose a paper from the box and acted the feeling out. The other students in the classroom tried to guess the correct feeling that the student acted out. The student that gave the correct answer chose a paper and acted it out, too. The game was played four or five times.

Figure 4.2 Word Box and Cards

After that, the teacher stuck a colourful “How do you feel today?” sign on the board, showed the flashcards of some feelings, and asked the students to say the correct feeling. The teacher then wrote the expressions “I feel happy/sad/angry/surprised” on the board and stuck related pictures next to each expression. The students wrote the questions and expressions on their notebooks. In final, the teacher applied the interactive presentation of the coursebook, and the students did some of the activities from their coursebook.

Teacher B **Date and Time:** December 21, 2021 / 9.20 a.m.

Grade: 2 **Theme:** Classroom Objects

The teacher and the students started the lesson listening to a song about classroom objects on a website (Appendix 3). While the teacher and the students were listening to the song, the students were both singing aloud and showing their own classroom

objects. Then, the teacher taped some real classroom objects on the white board and all the students repeated the names of the classroom objects. Next, the teacher handed an activity paper out (Figure 4.3) to the students. The students cut, coloured, and stuck the pictures of classroom objects onto the picture of a school bag.

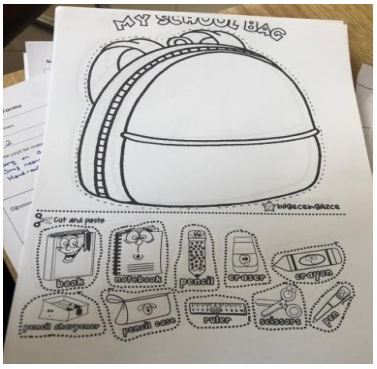

Figure 4.3 The Hand-out on Classroom Objects

The teacher controlled the students' work and gave oral feedback, such as "Well done!" and "Good job!".

Observation 3

Teacher A **Date and Time:** December 28, 2021 / 8.30 a.m.

Grade: 3 **Theme:** Actions and Feelings

The lesson started with the online interactive presentation of the coursebook and the teacher did some activities with the students. In one of the activities, the teacher asked the students to listen and fill in the blanks. The teacher then controlled the students' answers, and gave feedback for their answers. Next, the teacher allowed the students to make a presentation on their homework. The students introduced their characters to the class and mentioned about their emotions (e.g., "This is Ali and he is happy."). The teacher and their classmates applauded each student.

The students listened and repeated the actions (e.g., drink, eat, read, sleep, and watch TV) on the next page by saying with the expression "Let's…". The teacher then stuck a card on which "Let's!" is written on the white board and asked the students to write it on their notebooks. After that, the teacher wrote the name of each action with "Let's" one by one on the board, showed the flashcards related to these actions, elicited the

actions from the students; and stuck each flashcard next to related sentence (Figures 4.4).

Figures 4.4 Cards and Flashcards

Teacher B **Date and Time:** December 28, 2021 / 9.20 a.m.

Grade: 2 **Theme:** Numbers

The teacher opened the interactive presentation of the coursebook on the IWB and gave instructions for some activities. The willing students did the activities on the IWB. Not any other supplementary materials were used in this lesson.

Observation 4

Teacher A **Date and Time:** January 4, 2022 / 8.30 a.m.

Grade: 3 **Theme:** Actions, Toys, and Games

The teacher started the lesson showing a word box to the students and told them that they would practice the actions. Then, the teacher gave the necessary instruction explaining that each student would pick one paper and act out the word chosen. Each student picked a word and acted it out one by one. The other students in the classroom guessed the actions, such as sleeping, watching TV, and reading. After several students acting the words out, the teacher said it was enough.

The teacher then informed the students that they would start a new unit named “Toys and Games.”. The teacher took several toys (a Mickey Mouse, a teddy bear and a Tweety) from her bag, showed the toys (Figure 4.5) to the classroom, and stated that the toys belonged to her. Next, the teacher wanted the students to introduce the toys they

had brought to the school. The teacher let the volunteer students introduce their toys and games (e.g., balls, cartoon characters, cars, chess games, dolls, race cars, and squirrels). While the students were introducing their toys, the teacher asked a few questions related to them. After that, the teacher stuck a card labelled “Toys and Games” on the board. In final, the teacher asked the students to listen to and repeat the names of the toys they heard using the interactive presentation.

Figure 4.5 The Toys Brought by the Teacher to the Classroom

Teacher B **Date and Time:** January 4, 2022 / 9.20 a.m.

Grade: 2 **Theme:** Colours

The teacher first repeated the names of the colours together with the students. The colours were stuck on the white board by the teacher. The teacher also said the colours in the expressions “I like...” and “I do not like...” The teacher then asked some of the students to name the colours they liked or disliked. The students showed the colours and said whether they liked or disliked.

Next, the teacher showed a very big purple toy box and asked the students to say what colour it was. The teacher then took some objects (e.g., balloons, balls, globes, and mandarins) from the box and asked the students to say what colours they were, and the students named the colours of the objects. After that, the teacher asked the students to make a big circle, gave them some colourful balloons, and wanted them to blow up the balloons. After the students blew up the balloons, the teacher had them listen to 2 songs. The students put the balloons on the floor and stated the names of the colours. The teacher then asked them to find the balloons that had the same colours. Finally, the teacher showed them a colourful handmade flower (Figure 4.6) and asked them to spin

it and say the name of the colour. Several students spun the flower and said the names of the colours.

Figure 4.6 The Colourful Handmade Flower

Observation 5

Teacher A **Date and Time:** January 11, 2022 / 8.30 a.m.

Grade: 3 **Theme:** Toys and Games

The teacher showed some colourful cards to the students firstly and said the names of the colours. After repeating the colours, the teacher stuck the cards with the colours on the white board and asked the students to write the colours on their notebooks. Thirdly, the teacher hung a poster of the colours on the board, spoke the names of the colours showing and asked some volunteer students to read the names of the colours.

Next, the teacher showed a toy box to the students. The teacher opened the toy box, showed the toys (a ball, a bird, and a teddy bear), and asked the class to say the colours of the toys. The students named the colours of the toys that teacher showed. After that, the teacher asked the students to present their toy boxes (Figure 4.7). The willing students introduced their toys (e.g., dolls, cards, birds, robots, spiders, balls, watches, and cars) to the class one by one. The students used the expression “I have got...” and stated their possessions. Additionally, the teacher asked “Have you got a/an ... in your toy box?”. The students also talked about the colours and some features of their toys, such as eyes, noses, bodies, and clothes.

Figure 4.7 The Students' Toys and Toy Boxes

Teacher B **Date and Time:** January 11, 2022 / 9.20 a.m.

Grade: 2 **Theme:** Colours

In this lesson, the teacher let the students do some activities related to colours using the interactive presentation of the coursebook. The teacher then handed a worksheet on classroom objects and colours out (Figure 4.8) and asked the students to colour the objects.

Figure 4.8 The Mini-Book of the Classroom Objects

The teacher walked around in the classroom and controlled the students' work. The teacher also coloured an object as an example for the students. Following the students coloured the objects, the teacher asked them to cut the pages, stick them together, and create a mini-book. The teacher created a mini-book (Figure 9) and showed it to the students as a model.

Observation 6

Teacher A **Date and Time:** January 18, 2022 / 8.30 a.m.

Grade: 3 **Theme:** Toys and Games

The teacher started with an activity (listen and repeat) using the interactive presentation together with the students. Then, the teacher hung a poster of numbers on the white board and asked the students to repeat the numbers from 0 to 20. The students listened to and repeated the numbers. After that, the teacher showed three cups (Figure 4.9) to the students and explained the labels on the cups (colours, numbers, and toys).

Figure 4.9 Cups and Colourful Cards

The teacher also showed some colourful cards to the students and told that they were the names of the colours, numbers, and toys. The students were asked to choose one card and put it into the correct cup. The teacher told them that the cards would be controlled after all the students put the cards into the cups. All of the students picked one card and put it into a cup. At last, the teacher showed each card one by one and the students checked whether they were in the correct cups or not.

Teacher B **Date and Time:** January 18, 2022 / 9.20 a.m.

Grade: 2 **Theme:** Colours

The students did completed several activities on the interactive presentation of the coursebook. No supplementary materials were used in this lesson.

4.2.1. Teachers' instruction for the use of supplementary materials

During the lessons, how the teacher participants give instructions for the use of EFL supplementary materials is shown in Table 4.1.

Table 4.1 The Types of the Instructions Given

Giving the instruction	**Teacher A**	**Teacher B**
Demonstration of the materials and steps	33.3%	66.6%
Explanation in L1	100%	66.6%
Giving the instructions one by one	50%	100%
Instructions in written form	33.3%	66.6%
Repetition of the instruction	83.3%	66.6%
Use of body language, intonation, and stress	66.6%	83.3%

As Table 4.1 reveals, Teacher A usually gave the necessary instructions on the use of supplementary materials, first in the target language, and then in Turkish. Therefore, the students did not ask for any further information, as they exposed to the instructions in their first language. However, the teacher often made some explanations about the application of the supplementary materials, repeated the instructions, gave the instructions step-by-step, and demonstrated the materials and steps for the students. Instructions of the coursebook were already seen on the interactive presentation, so the teacher just pointed and read them aloud.

The instructions given by Teacher B usually were clear to the students, because she repeated the instructions showing the supplementary material to the students and using body language, intonation, and stress to make the instructions clearer. When the students did not comprehend the instructions, they asked several questions, so the teacher sometimes explained them in Turkish. The teacher also sometimes included the written instructions through the interactive presentation.

4.2.2. Checking the students' comprehension

How teacher participants checked the students' understanding on the use of supplementary materials during 6 weeks is seen in Table 4.2.

Table 4.2 The Ways of Checking Understanding

Ways of checking understanding	Teacher A	Teacher B
Concept checking questions	33%	50%
Instruction checking questions	100%	100%

As Table 4.2 reveals, Teacher A asked the students questions related to the instructions and elicited answers from the students. Another technique applied by the teacher involved asking questions such as "Do you understand? Is it okay? Okay? Is there anything that could not be understood? Is it understood? Did we understand?" The teacher generally asked the questions both in L2 and L1. The teacher also asked the class whether one student would tell what to do for their classmates, and a volunteer student explained the instructions to their friends.

Teacher B always checked whether the students understood the instructions asking "Okay?". The teacher walked around in the classroom and controlled the students' work. If any errors were present, the teacher alerted them and guided them to correct.

4.2.3. Concreteness and content of the supplementary materials

The types of used supplementary materials and how often they were used are available in Figure 4.10.

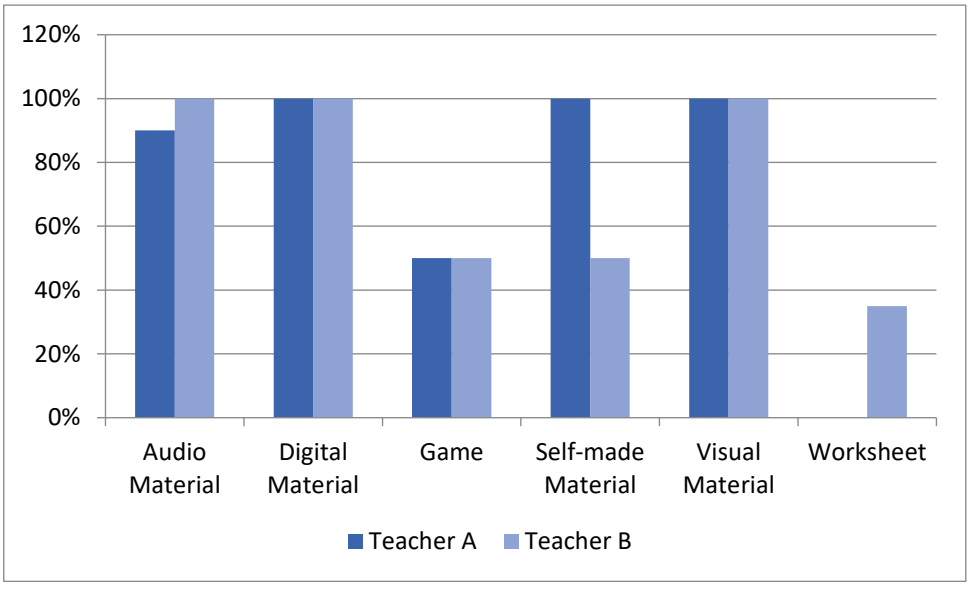

Figure 4.10 Frequencies of the Use of Supplementary Materials in the Classroom

Figure 4.11 demonstrates that the teachers used a lot of various supplementary materials in teaching. The supplementary materials introduced to the students by Teacher A were generally colourful and vivid. There were many colours, thanks to this the students were able to pronounce the colours they had learnt. Also, the flashcards and visual aids applied were of high quality. The pictures had their texts on their backs, so the teacher generally demonstrated the pictures with their written forms to the class. Furthermore, the cardboards created by the teacher were large enough and the text was readable. The materials were attractive for the young learners. The teacher hung the cards, flashcards, pictures, and posters on the white board so that the students could look at these materials clearly. Unfortunately, the texts of the colours were tiny on the poster, so the students had troubles in pronouncing the names of the colours.

The real objects (e.g., balls, cars, dolls, and toys) were big enough to be seen clearly in the classroom. The three cups activity included the students' acting out. The interactive presentation of the coursebook was touch-operated and colourful. It also included the music and videos. However, only the teacher used interactive presentation. As conclusion, these supplementary materials may be said to be appropriate for different learning styles (e.g., audio-lingual, bodily- kinaesthetic, interpersonal, intrapersonal, and visual).

Teacher B used colourful materials (balloons, boxes, and toys) all the time. The interactive presentation of the coursebook included many colourful elements. These elements were mostly appropriate for visual learners. In one of the first lessons, the student participants took the paper birthday cake, walked around the classroom, and stated how old they were. The students listened to the song, danced together, and did some activities on the interactive presentation using the Web 2.0 tool. They cut, coloured, and stuck the pictures. These types of tasks were mainly suitable for bodily-kinaesthetic learners. Moreover, the teacher taped some of the supplementary materials on the white board so that they could be clearly seen by all of the students. The teacher always wandered around the classroom to demonstrate the supplementary materials to everyone in the classroom. Finally, the students completed some activities including visuals and songs from the interactive presentation on the IWB.

4.2.4. The students' use of supplementary materials

The students' interaction with each other during the use of supplementary materials is summarized in Table 4.3.

Table 4.3 The Ways of Students' Interaction

Type of Work	Teacher A's students	Teacher B's students
Individual work	100%	83.3%
Pair work	.0	16.6%
Group work	.0	.0

Table 4.3 indicates that Teacher A's students used the supplementary materials individually all the time. As a notable instance, the students created, painted, and labelled their toy boxes, and brought their toys and toy boxes to the classroom. Then, the students introduced their toys. Fortunately, most students introduced their toy boxes and toys in the lesson. The teacher also presented the visuals, flashcards, and toys to all of the students. The students made some inquiries and named the colours and toys individually. When the teacher raised a few questions, several volunteer students raised their fingers to answer, and the teacher recognised a volunteer student to answer. Volunteerism was one of the key elements for participating in the lesson. After the teacher finished writing and hanging the visual aids, the students wrote the words in their notebooks. In a few activities, such as introducing the toys, the teacher chose just several volunteer students, as there was not enough time for all of the students to have a turn. However, the teacher told them that they would present their toys in the following lessons. Luckily, all of the students participated in the three cups activity and picked a card to classify the colours, feelings, and toys, because there were eighteen students in the classroom. On the other hand, several students who gave the correct answer had a chance to act out more than once in acting out the feelings.

The 2nd grade students also used the supplementary materials independently and individually. All of the students put the birthday hats on their heads, and the teacher asked to each of them how old they were. Later, all of the students listened to the song about colours, danced together, and told the class their favourite colours. The reason why all the students coloured, cut, and stuck the papers, the teacher gave importance to including all of the students in the activities. However, in such activities (e.g., playing games using Web 2.0 tools or doing the activities from the interactive presentation),

volunteer students raised their fingers, and the students chosen by the teacher did the activities. When some students finished their work, the teacher asked them to help their friends, and the students helped each other. It is notable that they worked in pairs in only one activity, asking each other's age.

4.2.5. Time management

Not all of Teacher A's students could participate in all of the activities, as the time was not enough. Therefore, the teacher chose several volunteer students to do the activities as model. In addition, some students wrote very slowly, while the others wrote quickly. The students who wrote quickly had to wait for their friends to finish their writing. The time was not also enough for the students to watch a video for a second time. But, the teacher let the students listen to a track for three times, until they could understand it clearly.

In most cases, there was enough time for Teacher B's students. However, the teacher generally allowed only some of the volunteer students to do the activities; for this reason, not all of the students could participate in the activities, particularly for the activities on the interactive presentation. While some of the students could not finish the activity of preparing a mini book (cutting, colouring, and sticking) on time, the teacher stated that they work should finish it at home and share their work through a Web 2.0 tool.

4.2.6. Feedback given by the teacher

Teacher participants gave feedbacks to the students' works or products that they produced with the help of supplementary materials. The ways of feedback given by the teachers are seen in Table 4.4.

Table 4.4 Types of the Feedback Given by the Teacher

Type of feedback	**Teacher A**	**Teacher B**
Oral feedback	100%	100%
Oral feedback	.0	.0

As Table 4.4 demonstrates, Teacher A generally gave oral feedback for the students' works. When the students completed their tasks or gave the correct answers, the teacher used several specific expressions (e.g., beautiful, great, okay, this is true/correct, true,

very beautiful, well done, and yes) Whenever the students gave wrong answers, the teacher just said “No!” and often asked some eliciting questions (e.g., “Are you sure?” “Is it...?” “Which one is it?”). In addition, the teacher generally asked some concept checking question to make the students review and correct their wrong answers and to learn more about the supplementary materials the students presented.

As for correct answers, the teacher often applauded and thanked the students, saying “Thank you! Thanks!” The teacher hardly ever wrote some feedback on the white board. Teacher A also gave explanations or repeated what was said when something was unclear during the lesson, and the teacher sometimes asked the students whether it was enough or they could go on.

Teacher B also gave oral feedback in the classroom and asked the students several questions like Teacher A. When the students finish their work or gave correct responses, the teacher expressed thanks and used some expressions (e.g., good, good job, nice job, very good, yes, and okay) and the teacher also answered the students’ questions by carrying out or demonstrating; she also encouraged the students to congratulate their classmates, saying, “Applaud” or “Clap for your friends!”.

4.2.7. Challenges and overcoming strategies

Both the teachers and students faced some difficulties during the lessons (e.g., misperception of instruction, intervention of L1, noise in the classroom, challenging tasks, errors with supplementary materials, and students’ wrong answers) and numerous overcoming strategies to handle with the challenges (e.g., giving instruction one by one, demonstrating, eliciting, changing or modifying the materials).

Misperception of instruction

When the students did not clearly understand what to do, Teacher A usually gave explanations in Turkish or elicited the instruction from other students in the classroom. Occasionally, the teacher said the instruction again louder, or gave the instructions step by step pointing the required materials. To exemplify, the teacher cut, coloured, and stuck the visuals of school materials on her own first, asked the students to watch it, do their own work while preparing a mini book. Also, the teacher reminded some vocabularies that the students did not remember during the activities. Also, the teacher advised the students not to choose the same friends in pair or group works.

Intervention of L1

When any student gave an answer in their mother tongue, the teacher wanted the student to say it in English. In this way, the teacher tried to make students establish communication in the target language.

Noise in the classroom

When students talked about loudly or made noise during the activities, the teacher often walked around the students and asked them to be quiet.

Challenging tasks

The students had difficulty in doing True-False activity, because it was the first time they had encountered this kind of activity. Therefore, the teacher attempted to predigest the activity through showing or making explanations.

Errors related to supplementary materials

The interactive presentation sometimes included errors, because of this the teacher explained that "There are some problems with the presentation. That is not a problem. It is OK."

Students' incorrect answers

The teacher tried to elicit the correct answers first from the study, and then from the other students in the classroom. In addition to this, the presentation on IWBs alerted the students with a sound automatically as soon as there were incorrect answers, and congratulated them as far as they gave the correct answers.

4.3. Interviews

The teacher participants replied the questions and sent their responses to the researcher after the observations over six weeks.

4.3.1. Types and selection of the supplementary materials

Both of the teachers talked about which supplementary materials have been used and why these materials have been preferred in the classroom. As what types of the EFL

supplementary materials used in the classroom were mentioned earlier, it is time to focus on the reasons their usage of. These reasons are available in Table 4.5.

Table 4.5 The features of the supplementary materials used in the lessons

Features	**Teacher A**	**Teacher B**
Appealing to different senses	1	1
Appealing to eyes	2	4
Appealing to multiple intelligences	2	1
Appropriate for the functions	2	-
Colourful	1	2
Contributive for permanent learning	2	2
Effective	3	1
Enjoyable	-	3
Improving language skills	1	-
Interesting	1	1
Motivating	1	-
Practical	2	-
Realistic	1	1
Salient	3	2
Timesaver	2	1
Total	**24**	**19**

As Table 4.5 shows that the teacher participants had lots of reasons for using the supplementary materials. According to the table, the most valid reason is that the materials are visuals and appeal to the students' eyes. In this point, Teacher A said that:

> *The interactive presentation had a significant function in the classroom. For the presentation embraces listening tracks, songs, and visuals, it appeals to both the students' ears and eyes. Additionally, it is more useful and timelier, and it is more convenient to follow the lesson on the IWB for all of the students. Besides, it contributes to multiple intelligences.*

In this context, Teacher B remarked that:

> *I always used the IWB and interactive presentation in my lessons, as it has many audios and visuals. These properties and the changeable screen of the*

presentation were salient. Similarly, the interactive presentation drew the students' attention in the classroom. The students also enjoyed doing the activities on the IWB. In my opinion, the interactive presentation was the most prevailing material used during the classes.

The answers above account for the fact that teacher participants used the interactive presentations and IWB in all their classes for the 6 weeks.

Visuals were also among the most commonly used supplementary materials as Teacher A explained:

I preferred using the visuals in the classroom, because the visuals are catchy and contribute to visual intelligence. I also used some flashcards and posters to introduce some new vocabulary or revise words in the classes. The flashcards and pictures are helpful for drawing the students' attention and interests, and they strengthen the students' visual intelligence, as well.

In addition, Teacher B reported:

I created and used a paper birthday cake, candles, cards, number sticks and party hats for teaching of numbers and telling the ages. The materials were catchy, colourful and suitable for the context of a birthday party. Therefore, the students had an enjoyable learning environment. The balloons, toy boxes, toys, and windmill were also applied in teaching of colours. All of the materials were interesting and noteworthy for the students.

The students created posters about emotions and their favourite superheroes as homework. In this sense, Teacher A reported "The basis of this homework was to allow the students to create and present their own work and products.".

Teacher A also used a few boxes for various reasons in the classroom and made an explanation like:

I used a word box that included some words to let the students pick the cards and act out several feelings, as acting develops the students' auditory and bodily-kinaesthetic intelligences. Many colourful cards were used and stuck on the board as headings to attract the students. I also used worksheets to improve my students' writing skills.

The extract reveals the teacher used several types of activities and games for bodily-kinaesthetic learners, besides explaining why the boxes were used. Activities such as acting-out, word-classifying, and writing were used as Teacher B mentioned:

> *I put three different types of toys in a toy box. I took the toys out of the box one by one and asked what colour they were. Before taking out the toys, I wanted the students to predict the next colour. The students became glad when they guessed the correct colours. It aroused curiosity among the students and contributed a permanent learning opportunity. This was also enjoyable. I can say that the students learnt the colours in this way.*

According to this extract, the students did not use the toy box in the classroom; rather, the teacher used the box herself for the teaching of colours.

Real objects were used by both the teacher participants in the classroom. Teacher A stated that:

> *I preferred using real objects for the unit "Toys and Games". As an example, my students and I brought our toys to the classroom and introduced these toys, because these types of materials are appealing for young learners.*

Similarly, Teacher B reported:

> *My students sometimes used their own objects. I taped the objects to the white board, labelled them, composed a karaoke song using these objects, and sang it with the students. As the song included several repetitions, the students learnt easily from the songs, danced, and enjoyed the lesson. The students also learnt better while touching these real objects. Furthermore, the students became more concerned about the other real objects in their environment and wanted to learn the names of the other materials.*

On the other hand, while Teacher A used several handouts, Teacher B did not use any handouts in the classroom. As she pointed out:

> *I preferred creating a mini book related to the practice classroom objects. It was a photocopiable material. I gave the hand-out to the students, and they traced, cut, coloured, and stuck the classroom objects. After the students stuck the pages together, a mini book of classroom objects was formed. This supplementary material included pretty visuals of classroom objects; therefore,*

the students enjoyed colouring the pictures. The students stuck this mini-book in their notebooks, so that they could check from their notebooks when they could not remember the names of these objects, and this promoted permanent learning.

Overall, Teacher A inferenced:

The supplementary materials used in the classroom were favourable according to the functions of the lesson; motivating for the students; and engaging for the lessons. Besides, our lessons were generally game-based.

In summary, the findings showed that teacher participants used supplementary materials that appealing to the learners' eyes (visual) and salient more than the others. The findings also showed that the features of the materials such as motivating and improving language skills were disregarded by the teachers.

4.3.2. Students' engagement with the supplementary materials

The teacher participants answered this question and told what their students did using these supplementary materials. The students' actions are seen in Table 4.6.

Table 4.6 The Participant Students' Engagement with the Supplementary Materials

Actions	Teacher A's students	Teacher B's students
Acting out	2	-
Asking and answering questions	2	2
Colouring	-	1
Cutting	-	1
Guessing	-	1
Listening	4	2
Listening and repeating	3	1
Looking at visuals	3	1
Matching	1	1
Playing	3	4
Presenting self-made materials	3	1
Sticking	-	2
Touching	1	3
Writing	2	2

As Table 4.6 states that Teacher A's students often did listening activities, played games, examined the visuals, presented their self-made materials, and repeated what they heard by using supplementary materials, on the other hand, the Teacher B's students usually played games and touched these materials.

The teachers actively used the IWB and the interactive presentation, so the students paid attention to the listening tracks, songs, and visuals. The students listened to the tracks, examined the visuals and did the activities (e.g., choosing the correct answer according to the pictures or tracks). The students sometimes sang the several songs. As Teacher A expressed, "The students especially enjoyed the effects of the presentation, so they followed the presentations in a careful way. Moreover, Teacher B said that the students generally employed the IWB actively in the classroom.

Both Teacher A and Teacher B said that the students participated in the class actively as Teacher A said:

> *I hung the posters of colours and numbers, several colourful cards, visuals, and on the white board. Then, my students repeated and wrote the words on their notebooks. A few volunteer students also spelled the colours loudly. The students created and introduced several posters in the class. The students also presented and talked about their toys. They answered my questions while introducing their assignments. I guided and gave feedback to the students during the process. In addition, the students picked the words from the boxes and acted the words out using their body language in another activity. The students enjoyed this activity very much. Moreover, the students chose some cards and grouped the words on these cards as colours, feelings, and numbers in a game. At the end of this game, the cards were checked by all of the students in the classroom.*

As Teacher B described, in her classroom:

> *I gave the paper cake to several students took the paper, they wore the party hats, chose the correct number stick, put the stick on the paper cake, and walked around the classroom telling their ages. All of the students could clearly see these materials in this way. The students used the expression "I am ... years old." while telling their ages and asked about their classmates' ages, as well. The students blew up lots of colourful balloons. Then, the students made a circle,*

and I threw the balloons into the centre of the circle. Next, I said the names of some colours, and the students tried to find these colourful balloons. After that, the students asked "What colour is it?" to each other showing several balloons. I also spun the colourful windmill and asked the students the name of the standing colour as "What colour is it?". The students answered my question. Then, the students spun the wheel and asked each other the name of the standing colour. The students traced, cut, coloured, and stuck the names of the classroom objects while creating the mini book. Finally, the students stuck this mini-book in their notebooks.

To sum up, the findings showed that the participant students did more listening and playing activities than the other types of activities (e.g. matching and sticking) while using supplementary materials included into the classroom. Besides, there were very few activities of colouring, cutting, and guessing at all.

4.3.3. Appropriateness of the supplementary materials for the students

The teachers claimed that the students' beliefs, culture, knowledge, and experiences were considered during the selection, creation or usage of the supplementary materials. The things borne in mind are seen in Table 4.7.

Table 4.7 Learner Variables Taken into Consideration by the Teacher Participants

Learner Variables	**Teacher A**	**Teacher B**
Age	3	6
Belief	5	-
Culture	3	1
Family life	1	-
Interests	2	2
Knowledge	5	1
Levels	2	-
Life experience	3	2
Multiple intelligences	-	1
Learning needs	2	4
Preparedness	3	-

Table 4.7 shows that the participant students' ages, beliefs, cultures, family lives, interests, knowledge, levels, life experiences, different types of intelligences, needs, and preparedness were considered while the use of supplementary materials. Especially, Teacher A paid more regard to the students' beliefs and knowledge as Teacher B gave more importance to the students' ages.

As for the students' levels and ages, Teacher A noted that:

> *The students' beliefs, cultures, interests, family lives, and needs were taken into account. I also revised the students' ages, grades, and preparedness during preparing and applying the supplementary materials and giving homework. The applied supplementary materials were appropriate and eye-catching for my students. I selected the flashcards, interactive presentations, and posters, for my young learners. In particular, the presentations are helpful especially for auditory and visual learners. The supplementary materials I applied in teaching were user-friendly and corroborative to be used.*

Teacher A also attached that:

> *The real objects and toys are valid in all cultures, so these kinds of materials are utilizable globally. The students were curious about the toys of their classmates. By way of addition, the game in which the vocabulary cards and a word box were used for the game of charades is usually played in our culture, thus playing it was a reinforcer of the students' own culture. I used preferably activities, games, and songs to motivate my students in learning, as the students admired these types of activities much.*

Teacher B further emphasized that the students' attention was drawn with the contribution of supplementary materials and stated that:

> *The students like games, parties, songs, and such like entertaining activities. The students also enjoy wearing party hats. I designed and created eye-catching materials for my students. The students wondered about the names of some other real objects in the classroom and asked to me how they were called. I made effort to appeal to all types of learners. To exemplify, I hung the materials on the white board to be clearly seen by visual learners. I also let the students move, play games, and touch some materials (e.g., a colourful windmill to be spun, handouts to be traced and coloured, or balloons to be hit) to*

contribute to bodily-kinaesthetic learners. The mini-book was about the classroom materials; therefore, it was reinforcement for the learners and contributed to learning permanently. The application of these supplementary materials contributed to peer-learning and social learning in the classroom, as it is known that the students learn better from each other.

Teacher B explained what types of works were preferred considering multiple intelligences and stated that:

I think the most supporter supplementary material was the IWB in the classroom, for it contains a rich array of materials for audio-lingual, , bodily-kinaesthetic, visual, and others. The students were also could play many digital games that were created using Web 2.0 tools on the IWB. These online games were appealing for my students. In addition, they like to compete and interact with each other; for this reason, the online games were amusing in the classroom.

In brief, the results showed that the students' ages were more taken into consideration than the other learners' variables such as their culture, family life, interests etc. during the creation and design of supplementary materials to be used. On the other hand, it is noteworthy that the diversified types of supplementary materials formed and utilized in EFL teaching addressed to the students' variables in view of teacher participants.

4.3.4. Students' individual needs in the design of the supplementary materials

The teacher participants answered this question by stating which specific needs of learners were accounted during the process of using supplementary materials. These specific needs are seen in Table 4.8.

Table 4.8 Learners' Specific Needs Addressed by the Teacher participants

Learners' specific needs	**Teacher A**	**Teacher B**
Competition	-	1
Different learning styles	4	5
Fun	4	2
Games	3	4
Movement	2	3
Songs	-	1
Social interaction	1	4
Skills and abilities	1	-
Wonder	3	4

As Table 4.8 shows that the students took various types of learner features and needs into consideration. Teacher A gave more importance to different learning styles and enjoyableness while Teacher B put more emphasis on different learning styles. For different learning styles, Teacher A stated that:

> *The supplementary materials employed in the classroom appealed to the different types of learners. In particular, different types of supplementary materials were created and used for auditory and visual learners in the classroom. I included different supplementary materials in the learning environment; in the contrary, the lessons would be dull for the students.*

Teacher B, moreover, explained:

> *We formed and employed different sorts of supplementary materials, such as the mini-book that includes tracing, cutting, and colouring. In my opinion, these actions also addressed to multiple intelligences.*

Furthermore, the students' developmental stage was given importance during the creation and made use of the supplementary materials in the classroom. As Teacher A explained:

> *For the reason these young learners are of playing age and satisfy with the games, I applied gamification and let the students play more. The students also found the toys alluring and attractive. They learnt new words and had fun*

at the same time thanks to the games and toys. The supplementary materials were also contributive in attracting and motivating the students for the lesson.

Teacher B also talked about the students' developmental period noted:

Young learners like dancing, having fun, jumping, moving, playing, touching, walking, and wandering in the classroom, I wanted the students to carry the paper birthday cake, wander in the classroom, and show the birthday cake to their classmates while telling their ages. The students also danced with the party hats while listening to the birthday song in the classroom. These young learners are very energetic, and they enjoy English more in this way.

In conclusion, the results showed that the participant teachers gave importance to different learning styles of their students in the classroom mostly during the design and creation of supplementary materials. Also, the supplementary materials that would arise curiosity among their students were more preferred than the others.

4.3.5. Cultural content and relevance of the materials

As response for this question, both teacher participants expressed that the supplementary materials used in the classroom were completely suitable for the students' culture as seen in Table 4.9.

Table 4.9 Cultural Suitability of Supplementary Materials

Cultural suitability	**Teacher A**	**Teacher B**
Suitable	Yes	Yes

While the reasons were examined, Teacher A explained that the students' cultural and economic conditions were also recorded in the election and application of the supplementary materials. As a consequence, more accessible and suitable materials were chosen and used. In this regard, the Teacher A said:

There were no challenging activities or supplementary materials in the lessons. The flashcards and pictures involved the activities the students already did in their daily lives. Physical materials were also preferred in consideration of the students' cognitive development. Additionally, I made an effort to simplify the supplementary materials to be appealed for all of the students. The

interactive presentation is also a tool often used by the students like computers, mobile phones, and tablets; therefore, they did not have any problems using it.

The teacher participants claimed that the content of the supplementary materials used in the classroom had universal appeal and Teacher A exemplified:

I wanted the students to select any heroes or superhero characters and introduce these characters in the classroom. The students made presentations about a great deal of characters from Turkish culture and some other different cultures. What is more, the guessing game is similar to the game of charades in Turkish culture, so this game was also suitable for the students. Besides, similar games are played by children worldwide, the games were culturally favourable for student participants. Toys such as balls, dolls, teddy bears, and toy cars brought to the classroom are also available in all cultures. As for emotions, the students drew some faces showing some feelings and told about these feelings. We know that emojis and feelings indicate same meanings for all people and cultures globally, so the students did not find this strange.

Students were given options to choose the supplementary materials. In this context, Teacher A indicated "I set no limits and allowed the students to bring and present the characters they knew, liked, and watched into the classroom."

Teacher B further said that:

Lots of people usually celebrate birthdays throwing parties in the world; therefore, the students are acquaintant with attending a birthday party, celebrating a birthday, eating birthday cake, and wearing party hats. Children also play digital games on their mobile phones at home, thus playing games on the IWB is an ordinary thing for these learners. They are quite enjoyable. The students also like colouring, dancing, listening to and singing songs, playing games, and wandering, the reason why I included a variety of materials to enhance the learning environment. The mini-book was appropriate and well-designed for the students' comprehension.

However, Teacher B claimed that there was some dissimilarity among the students concerning the materials and reported that "the pink balloons were eye-catching for the girls, while the balls were especially attractive for the boys."

Consequently, the supplementary materials used in the classroom were known to the students and culturally applicable for them according to the teachers' expressions. Moreover, the teacher participants suggested that these supplementary materials might be used again in English classes or in some other contexts as they were culturally suitable.

4.3.6. Specific items in the supplementary materials for the learners

In this sense, the teachers said that all the applied supplementary materials in the classroom were almost vital for the students as seen in Table 10.

Table 4.10 Vitality of the Supplementary Materials Applied in the Classroom

	Teacher A	**Teacher B**
Vital	100%	100%

The teacher participants also stated which items were specifically vital for the learners. These specific items are seen in Table 4.11.

Table 4.11 Vital Items Preferred during the Use of Supplementary Materials

Activities
Colours
Games
Interactive Presentation
Songs
IWB
Toys
Visuals

In this regard, Teacher A explained that she used several techniques to make the supplementary materials more eye-catching for the students and expressed:

> *I showed the flashcards and pictures to the students, and stuck these visual aids on the white board in our classroom. For it was more interactive for my students, I applied this technique frequently in my lessons.*

In addition, the interactive presentations on IWB were found to be useful in the classroom by the teacher participants. As Teacher A stated:

> *The interactive presentation that included lots of visuals and audio was also a helpful supplementary material. Therefore, my students could listen to the songs effortlessly in the classroom. I also used different activities to motivate my students for the lesson and the students had fun doing the activities.*

Teacher B also indicated:

> *Various kinds of learners are available in the classroom; some students like learning by playing games; some like competing with their friends; and some others like listening to and singing songs. For this reason, IWBs are key materials for all the students in the classroom. The students created a material and sang a song about the classroom objects, and played digital games or did the activities on the IWB. These were also interesting and interactive for the learners, as they like playing games most.*

Additionally, the teacher participant usually preferred assorted colours to draw the students' attention. Teacher A said:

> *The colours of the supplementary materials were noteworthy for these young learners. As an instance, the boys preferred blue-coloured cards, while the girls preferred pink-coloured cards, and students who liked the colour orange preferred orange-coloured cards.*

For teacher participants, the boxes, objects, texts, toys, visuals, and other real objects usually stood out to the student participants. As Teacher A claimed:

> *The boxes, pictures, and toys were in particular important and interesting for the learners. The materials also contributed to permanent learning, as the students were more attentive about the details of the materials. For example, my toy box had the same colours with a chessboard, so the students thought that they would play chess. The texts and even the size of the texts were noteworthy for the students, too. The students examined the materials firstly and then tried to comprehend what these supplementary materials were and to guess what the next materials would be.*

Teacher B added that:

Each point of the supplementary materials had significance for the students, such as the paper birthday cake and number sticks. The students may remember the birthday party in the classroom when they celebrate their birthdays in real life, so they won't forget the birthday party given in the classroom, their classmates and teacher, and how to tell their age in English. Furthermore, the words and objects used in the classroom were among must-learn things for the students throughout their lives. For this reason, each learning item was given importance during the lessons. The students used real objects in the classroom and learnt the English equivalents of these materials.

Additionally, Teacher A suggested that the supplementary materials would sometimes be adapted spontaneously in the classes and explained, "The supplementary materials would sometimes be called by a student's name or personalized in the lessons."

In summary, the findings showed that all the used supplementary materials had a vital item for the learners. What items were specifically important for the learners were listed as; activities, colours, games, interactive presentation, songs, IWBs, toys, and visuals in order. Activities were seen as the most important one. The teachers also added that they also considered the students' ages, interests, and levels.

4.3.7. Difficulties faced while using the supplementary materials

The teacher participants noted that there was no much difficulty in using the supplementary materials. Teacher A stated:

As the supplementary materials used were enjoyable and interesting, there were few challenges. The students participated in the activities and had a good time, for the materials I applied were mostly suitable for their ages, interests, and levels.

Teacher B likewise said "There was no difficultness in use of our supplementary materials, rather using these materials made our lessons more straightforward."

Lastly, the teachers did cite some difficulties they faced while using supplementary materials and they indicated that they applied some strategies to overcome these challenges. These difficulties are seen in Table 4.12.

Table 4.12 *Some Difficulties in the Use of Supplementary Materials*

Problems	**Teacher A**	**Teacher B**
Internet problems	25%	12.5%
Problems related to the IWB	12.5%	25%
Damage to supplementary materials	.0	12.5%
Insufficient time	.0	12.5%

According to Table 4.12, the problems are mainly related to use of IWB, technology, and the internet. One such challenge was problems with technology**.** In this regard, Teacher A put forward:

> *There might be some technical problems. As an example, I could not have used the IWB or interactive presentation if the electricity went off. Therefore, the course books, visuals, worksheets, and the assignments did by the students could be included in the lessons. I would talk with the students then. Several speaking activities or role-plays would also be included in the lesson, as well. We may sometimes face this problem but fortunately there were no power cuts during the six weeks.*

Teacher B also reported:

> *There occasionally may be technological problems with the IWB, such as working slowly, not working properly, or some internet connection problems. I let the students play games, organize a competition among the students, or give handouts as a solution. We may also go on with the course book.*

Another problem mentioned by the teachers was the inadequacy of teaching hours. The student participants have two teaching hours of English per week, and this is seen as a problem by the participant EFL teachers. Teacher A elaborated:

> *The time was not enough to include all of the students to the activities, as they had only 2 English language lessons a week. Therefore, I usually preferred the use of colourful, enjoyable, and interesting supplementary materials. My students took parts in the lessons and did the activities more readily when some interesting supplementary materials were used.*

Teacher B also said that some students worked at a slow pace while doing some activities, and as a result, the activities were left incomplete in the classroom. As she revealed:

> *The lack of time was a problem, because the students were unable to carry out the work, such as colouring and cutting. For this reason, I asked the students to complete the work at home and to send a photo of the completed work to me through their mobile phones.*

Damage to the supplementary materials used in the classroom was also one of the challenges. In this regard, Teacher B expressed:

> *There were tiny problems, such as the blowout of the balloons, but these problems did not matter very much. These types of problems may be handled easily, in my view. An example of this is that the supplementary materials may be replaced with other similar materials in the classroom.*

To summarize the findings of this question, there were some challenges for the teacher participants during the use of supplementary materials in the classroom. These challenges were put in order; internet problems and problems related to IWB (technological problems), damage given to the supplementary materials; and insufficient time.

4.4. Self-evaluation Reports

In addition to the interviews, the teacher participants were also asked to evaluate their use of supplementary materials in the classroom. They were given some guiding questions concerning whether they were pleased with the supplementary materials, they wanted to use the same supplementary materials in the following lessons, and they wanted to change anything related to the supplementary materials. The teacher participants evaluated the use of supplementary materials used in the classroom on the basis of these guiding questions (Appendix 5).

4.4.1. The self-evaluation of teacher A

Teacher A said that the IWB and interactive presentations were the most advantageous supplementary materials in the classroom and stated:

The interactive presentations of the course book are the most effective supplementary materials in the classroom, for they contribute to the students' auditory and visual skills. The presentations also include some entertaining activities such as dialogues and songs; therefore, the students learn things in an enjoyable way. I think I may use the presentations in my following lessons, and they do not need to be changed. Moreover, the use of the IWB and interactive presentations is easier and more practical. I also think that more applications may be used on the IWB.

In addition, the teacher claimed that the use of colours in the classes was effective and reported:

I got the students' attention showing them some colourful cards. I asked them to tell the colours of the cards. As these colourful cards have a positive effect on the lessons, I am pleased with these materials and will go on using the colourful cards in the classroom. The posters of the colours and numbers were also effective materials. I hung these posters on the white board so that all the students were able to see the colours and numbers clearly. I said the names of the colours and asked some students to look at the poster and repeat the names of the colours. The students also liked the colourful cardboards I created for some grammar structures. I wrote titles such as "Colours," "Feelings" and "Have got" on the colourful cardboards, stuck these cards on the white board, and then the students wrote these titles in the notebooks. The colourful supplementary materials attract the students and make the lesson more interesting, so these supplementary materials may be used again in future lessons. The posters may also be applied in other grades.

The activities and games involving the supplementary materials were also viewed as entertaining to the students, and the teacher added:

In the three-paper cup game, I wrote "colours", "numbers", and "toys" on the cups and put some related words on the desk. The students picked a piece of paper and categorized the words. It is an interesting activity, specifically for young learners. Different versions of this activity may be applied for some other words related to different subjects. I also created some word boxes and word cards and used them to revise and practice the vocabulary learnt in the

classroom. I wrote the words on paper and put these papers in the word box before the lesson. During the lesson, I asked the students to pick a card and act out the word chosen. A few willing students acted out the words. This activity was also practical for the students, as they enjoyed revising the words they had learnt. The words may be changed according to the other levels and units; and this activity may be adapted and applied in other lessons.

The teacher also talked about the assignments that the students did by using supplementary materials and expressed that:

I asked the students to do some assignments and worksheets related to the theme of the lesson, such as preparing a feelings poster, a superhero poster, and a toy box. These types of homework are necessary for the students' development, because they create a product and practice the grammar points and words they have learnt in this way. For example, the students created a poster on feelings and named the characters they drew or stuck. Next, they introduced these characters and presented their posters, talking about the characters' feelings to their classmates. The learning atmosphere in the classroom was so enjoyable. These types of homework and worksheets also contribute to the learners' sense of responsibility. I recommend that these types of assignments, homework, or worksheets from various sources may often be given according to the functions in the next lessons.

The teacher also put emphasis on the use of real objects and reported:

I brought a lot of toys into the classroom for the unit "Toys and Games." The students got very excited when I showed them the toys. The students also brought their own toys and introduced them to the class. I asked some questions such as "Have you got...?" and "What colour is it?" about the toys and the students also answered these questions while introducing the toys. According to me, the materials people use in their daily lives make learning permanent, and these materials are the most effective. Real objects should be preferred in the classroom. Due to the fact that there is nothing to alter real objects and they are practical, these materials may be used easily in the lessons.

Generally, the teacher was positive about the supplementary materials created, designed, and used in the classroom and said:

I am pleased with the supplementary materials used in the lessons, such as flashcards, posters, word boxes, word cards, and worksheets. In particular, the visuals used to teach vocabulary are contributor and spectacular for my students. The flashcards were mostly used for different themes, such as abilities and feelings, in the lessons. The students examined the visuals and learnt new vocabulary during these lessons. The flashcards may also be used in future lessons for the reason the students liked these supplementary materials much. The posters were also practical in the lessons, so I gave importance to including them.

With these views in mind, the supplementary materials created and created used in relation to the functions of the lesson. The supplementary materials have a vital role in teaching of English to young learners and contribute to their learning. The teacher was generally pleased with the supplementary materials in general and stated that there was not any difficulty in preparing and using them. As such, according to the teacher, these materials should not be switched, however they may be adapted for all the functions taught in the classes.

4.4.2. The self-evaluation of teacher B

As with Teacher A, Teacher B put forward that the interactive presentations and IWB was a key element in the classes. The teacher attached importance to all of the students' active participation in the lessons and gave permission to the students to use the IWB for the activities. The teacher reasoned that:

The IWB is essential for English lessons, as it allows the students to learn English in an easier and more permanent way, supplementing the course book with audio and visuals. The IWB also encourages the students to compete with each other while doing the activities. It makes both the teachers' and the students' work smoother, saves time in the lessons, and gives an opportunity to see the answers and results of the activities, exercises, and games for all the students in the classroom. The students enjoy doing activities on the IWB much. Listening to the teacher constantly may be boring. Therefore, I would rather do some different activities periodically.

The teacher also proposed that the supplementary materials used in the class overall suit for the students:

I think English language lessons are more important than other lessons, because they so frequently require the use of supplementary materials. Diverse types of materials are also fundamental to make the learning environment richer and to allow the students to be eager to participate in the English lesson. For me, the supplementary materials used were mostly favourable for the students' ages, interests, levels, needs, and the aims of the lessons. These materials allowed the students to participate in the lesson actively and to experience permanent learning. Overall, I am pleased with the supplementary materials such as crafts, interactive presentations, real objects, songs, and worksheets used in the classroom. To exemplify, my students really liked the song of the school objects; they sang and danced while listening to the song. The toy box also took the students' attention; and also, the colourful balloons were attractive to the students. Y*oung learners like playing with real objects. I created a colourful windmill and brought it to the classroom. Then, the students spun the wheel and said the name of the colour marked. The students also learnt some new words such as "spin" while using the supplementary materials, for this reason they may learn various words by means of the supplementary materials in following lessons.*

The teacher sometimes needed more time in the classroom, as the young learners cut and coloured the pictures slowly and were not able to complete the tasks on time. Therefore, the teacher asked the students to complete the work at home and send a photo of it to the teacher through the online application. This technique may be used as a solution for lack of time. In final, the teacher impressed that the students had distance education during the pandemic Covid-19, therefore students have difficulties in adapting to the classroom and school.

On the other hand, the teacher said that there were not many challenges in using the supplementary materials and said:

There might be some problems related to the internet while using the interactive presentation of the course book. To use the interactive presentations requires a membership, therefore I became a member of a website to download and use these presentations in the classroom. For I believe that these presentations are useful for the learners as well as appealing to their eyes. But, I

think that the songs included in these presentations are not appropriate for the students. So, I suggest that these songs need to be changed.

In conclusion, this teacher was also glad with the supplementary materials used in the classroom and recommended their use in future lessons. The teacher also remarked that curiosity and interest kept the students' perceptions active and allowed them to listen carefully and remain engaged with the lessons. The supplementary materials were also seen to have multiple functions by the teacher, so she claimed that the same materials may be used again in future, yet some changes (e.g., writing the numbers on the party hats) may be applied.

5. DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter presents the overview of research questions, discussion of findings, conclusions, limitations of this study, and recommendations for further research.

5.2. Overview of Research Questions

This qualitative case study has mainly aimed to response the following research questions: a) what challenges do English language teachers face while using supplementary materials in state primary schools in Turkey?, b) what are some strategies applied in the classroom by EFL teachers to overcome challenges during the use of supplementary materials in Turkish state primary schools? The teacher participants have contributed to answer these questions through 6 weeks.

The problems faced by EFL teachers may be categorized as related to the students, teachers, supplementary materials, time or learning atmosphere. For example; students' distractibility, unclear instruction, students' lack of school supply, lack of time or technological problems are among these problems. The teachers have proposed some solutions for these problems such as using colours or interesting materials, giving the instruction step by step, letting the students sharing their school supplies, or modifying the supplementary materials.

5.3. Discussion of Findings

The findings of this study highlighted several points of the use supplementary EFL materials in primary school classes from types of materials mostly preferred to different ways of instruction.

One of the interesting points is that the participant teachers preferred visual and digital supplementary materials more than the other types of materials in the classroom. The main reason of it is that these types of materials appeal to the learners' eyes. Another interesting point is that the types of activities that participant students took part using the supplementary materials were distinct in two classes. As children love singing, dancing, gaming, arts and crafts materials should involve hands-on activities. However, the results indicated that the 3rd grade students did more listening activities than the 2nd

grade students while 2nd grade students played games more than 3rd grade students. Moreover, the 3rd grade students never stuck, coloured, cut, and did guessing activities while the 2nd grade students did not any act-out activity. It is highly recommended that other different types of materials (e.g., audio materials, handouts, and crafts) would also be included in teaching of English.

As for teachers' instruction, Teacher A (a teacher for 8 years) gave the instruction and interacted with the students both in Turkish and English while Teacher B (teacher for 16 years) mostly spoke in English in the classroom throughout six weeks. It caused that 2nd grade students more exposed to English than 3rd grade students. So, it can be said that Teacher A's way of giving instruction is in agreement with Polat's (2017) study that indicates several instructors give the instructions using L1 rather than English in order to make the instructions more comprehensible and intelligible for the learners in Turkey.

Unfortunately, the students did not have much communication and interaction in most of the activities that were done in the classroom during this study, as there were few activities involving pair work or group work. It means that the students were mostly engaged in the materials as individually and there was not much interactivity among the students independent of the teachers during six weeks. Therefore, this finding is in disagreement with Timmis (2002) that supports the motivation of language learners is to be able to communicate in the target language. However, more pair work or group work among these young learners would boost interaction and provide a more social learning environment.

There are some considerations in choosing the class materials (e.g., economy and time). The participant teachers considered the features of learners (e.g., ages, beliefs, cultures, interests, levels, needs, and preparedness) while choosing the supplementary materials that they will use. For example, the 3rd grade students' beliefs, interests, and earlier knowledge were more effective; on the other hand, the 2nd grade students' students' ages and needs were mostly taken into consideration. As the 2nd grade students were younger; they played games, danced, and sang songs using the supplementary materials. So, teachers' deciding supplementary materials to be used before using them is in line with the suggestion that educators should decide which materials to be used while teaching firstly (Kaya, 2006, p.28).

As for time, Teacher A managed the time more effectively than Teacher B. An obvious example was that Teacher B handed an activity paper out to the students to be cut and coloured, but the students were not able to complete if before the ring belled. The teacher might have given some necessary instructions for the time of the activities, such as "You have 5 minutes."

After the teachers revised the learners' specific needs, some vital items (e.g., colours, games, songs, toys, and visuals) were preferred during the creation, preparation or use of the supplementary materials. These items were also considered as appropriate for the students' levels and developmental stages. Therefore, our findings are consistent with Ekşi's study (2015) that states EFL materials should be eloquent and convenient for young learners. In terms of learners' specific needs, the 3rd grade students exposed to different learning styles; and the 2nd grade students learnt English in a more enjoyable way. It also exemplifies the reason why the teachers used various types of activities and supplementary materials in the lessons. As for cultural appropriateness, the teachers just claimed that all the supplementary materials (e.g., super characters, birthday cakes, toys etc.) used in the classroom were suitable for the learners. I recommend that this issue would be deeply reconsidered by the participant teachers.

In terms of feedback, the collected data revealed that the teacher participants did not give any written feedback. Oral feedback was given only through some expressions (e.g., well done, congrats, good, and great). As another interesting finding, Additionally, Teacher B used gestures and repetitions more frequently than Teacher A in the current study. However, Cabrera and Martinez (2001) state that young learners understand texts better with gestures, comprehension checks, and repetitions by the teacher. In this sense, some expressions such as "Great, Perfect, Well-done" might have been written down on the students' self-made materials or the teacher participants might have used stamps.

Another finding is that the teacher participants used physical flashcards more in the classes in this study. Especially, Teacher A had created lots of colourful cards and used these cards in various activities. It may be because of that the participants were young learners. This finding contradicts with Alnajjar and Brick's (2018) statement that digital flashcards are more useful than physical flashcards. On the other hand, the teachers included technology into the process of teaching in some other ways such as using IWBs, including Web 2.0 tools, and playing online games. Utilizing digital tools was time-saver for the teachers and it also developed the participant students' digital skills.

In view of comprehensible and authentic input, our findings showed that the participant teachers used some authentic videos while teaching of vocabularies. These videos were considered as comprehensible materials; so they were interesting and motivating for the participant students. Therefore, the use of authentic EFL supplementary materials was a favourable step for the teachers in this study as Lopez-Alvarado (2017) concluded that comprehensible input is motivating for learners. Yet, more authentic materials (e.g., booklets, brochures, posters, photographs etc.) should have been used to make the lessons more motivating for the students.

With respect to affect, the teacher participants used the students' own materials (e.g., classroom objects and toys) and included the students' experiences (e.g., dancing, celebrating birthdays, singing, telling their ages, and telling their favourite toys and games) in the classroom; as a result, the students experienced some positive attitudes and feelings towards English. Moreover, Teacher A brought her own toys into the classroom, and showed her favourite toys to the students. It caught students' attention, too. However, not all the Teacher A's students brought their toys into classroom, and Teacher A did not ask them why they did not bring their toys. Unfortunately, those students just watched their classmates' presentations. It is noteworthy that the teachers' inclusion of the students' own materials and experiences into classroom holds up as Tomlinson's saying that learning a language requires a feeling about that language (Tomlinson, 2013, p.97).

The findings showed that the participant young learners made noise and sometimes their attention were distracted by each other. To handle with this situation, the teacher participants used more eye-catching materials. In a similar way, when the student participants said that they didn't have some class tools such as scissors and glue to use worksheets or crafts, the teachers suggested that they would use each other's tools as a solution. These findings are consistent with Nguyen's study (2022) that states the students' making noise and lack of teaching facilities are among the problems while using the supplementary materials, therefore more interesting materials should be preferred for them.

In conclusion, the participant teachers used various supplementary materials during the study and they stated that there were not much problems while using these supplementary materials. It was claimed that the problems such as technological problems, insufficient time, material damage, students' distractibility, and the lack of

school supplies could easily be handled in the classroom. It was also added that there were several solutions applied by the teachers to overcome these kinds of challenges.

5.4. Conclusion

Both the teachers and student participants created, designed, and used diverse types of supplementary materials throughout the six weeks in the classroom. The teachers sometimes created these materials herself or benefited from some other sources (e.g., books or websites on English language teaching). These supplementary materials were also helpful for task-based teaching, as the students did numerous tasks with the help of these supplementary materials. Furthermore, the teacher participants had knowledge about their students' needs, interests and skills (Karademir et al., 2021) so, it can be said that colourful, interesting, and student-based supplementary materials were created during the classes. Çulha (2018) stated that advertisements, cartoons, conservations, illustrations, posters, songs, and videos are mainly applied in primary schools; however, the current study showed that songs, videos, cartoons, and posters were used more than illustrations, advertisements, and conversations in primary schools. According to the hierarchy of the materials (Holmes et al., 2012), it can also be said that visuals, pictures, and real-life materials were mostly used by the teachers and students as supplementary materials in this study. It was one of the important points that the teacher participants did not prepare any daily plans for the lessons.

The teachers and students had some challenges, as well as strategies to overcome these challenges, while using the supplementary materials in the classroom (Table 5.1).

Table 5.1 Challenges and Overcoming Strategies by the Teachers during the Use of Supplementary Materials

Challenges	**Overcoming strategies**
Inadequacy of teaching hour	Use colourful, interesting, and enjoyable supplementary materials, and use daily plans
Lack of interaction among the learners	Let the students attend more pair works or group works
Lack of written feedback	Write feedbacks or sign on materials, use stickers or stamps
Students' distractibility and making noise	Use IWB, interactive presentations, games, colours, visuals and audio, and real objects
Students' lack of school supplies (e.g., scissors and glue)	Allow students to use each other's school supplies
Students' not understanding the instruction for the use of supplementary materials	Give instructions step by step, demonstrate the steps, give the instructions in L1
Supplementary material damage	Change or modify materials
Technological problems	Use course book, worksheets, handouts or other supplementary materials, speaking activities, role play, games, competitions
Young learner's slow movement	Let the students complete the work at home and share the work with teacher through mobile phones

As Table 5.1 describes, the teachers and students faced some challenges and developed various strategies for dealing with these difficulties. Beyond these challenges, one of the teacher participants also pointed out that the students had distance education during the COVID-19 pandemic; as a result, they generally had difficulties adapting to the class and school.

Dodd et al. (2015) concluded that motivation is a key factor during learning for the students in secondary school. Similarly, this study also showed that motivation is also necessary for young EFL learners in primary schools.

5.5. Limitations of the Study

The reader should consider that this study was applied in only 2 state primary schools in Turkey. More schools may have been included in this study. Furthermore, EFL is taught to students in the 2nd, 3rd, and 4th grades in Turkish primary schools. However, this study was applied only with students in the 2nd and 3rd grades in school year 2021-2022.

In addition, because the teachers had additional classes to attend after the lessons involved in the study, they wrote their self-evaluation reports in the evenings after the lessons. Therefore, they might have forgotten some details related to the lessons. If the reports had been written immediately after the lessons, this would have impacted the results.

5.6. Recommendations for Further Research

The findings of this study may also be relevant to the content of other themes taught in primary schools, such as Turkish and Maths. As our study was applied in the second and third grades, similar studies may also be applied with students in the fourth grade. In addition, a study on Materials Development and Evaluation with pre-service EFL teachers may be conducted to contribute these teachers' skills of supplementary material use in the lessons.

Finally, in our study, the interviews were conducted only with the teacher participants. In future studies, interviews may be conducted with student participants to learn their feelings, ideas, and opinions about the use of supplementary materials in future study.

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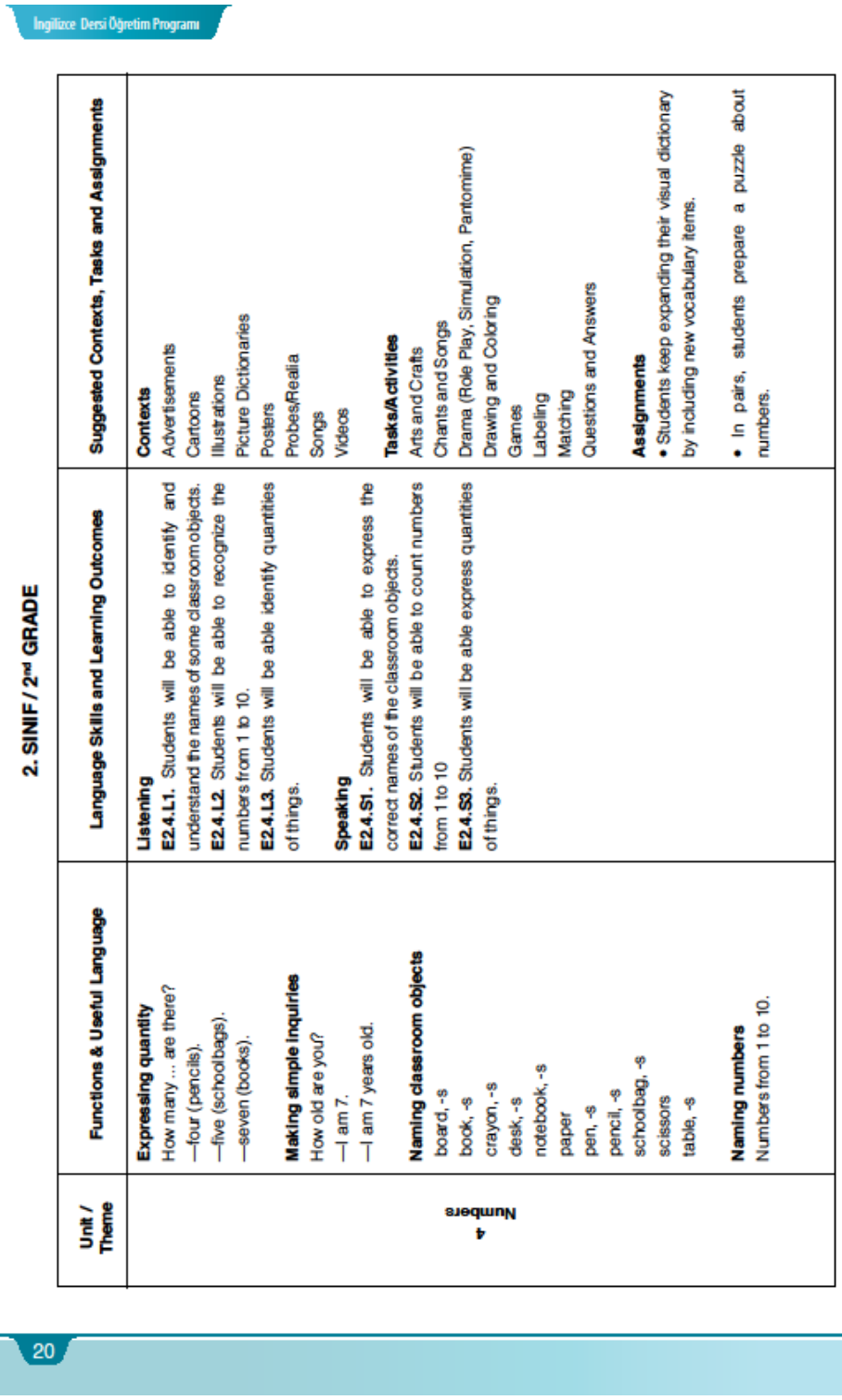
APPENDICES

Appendix 1-Syllabus for Grade 2 (MONE, 2018)



İngilizce Dersi Öğretim Programı

2. SINIF / 2nd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 Numbers	**Expressing quantity** How many ... are there? —four (pencils). —five (schoolbags). —seven (books). **Making simple inquiries** How old are you? —I am 7. —I am 7 years old. **Naming classroom objects** board, -s book, -s crayon, -s desk, -s notebook, -s paper pen, -s pencil, -s schoolbag, -s scissors table, -s **Naming numbers** Numbers from 1 to 10.	**Listening** **E2.4.L1.** Students will be able to identify and understand the names of some classroom objects. **E2.4.L2.** Students will be able to recognize the numbers from 1 to 10. **E2.4.L3.** Students will be able identify quantities of things. **Speaking** **E2.4.S1.** Students will be able to express the correct names of the classroom objects. **E2.4.S2.** Students will be able to count numbers from 1 to 10 **E2.4.S3.** Students will be able express quantities of things.	**Contexts** Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • In pairs, students prepare a puzzle about numbers.

2. SINIF / 2nd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 Colors	**Expressing likes and dislikes** I like red and blue. I don't like brown. **Making simple inquiries** What color is it? —Green. —It's red. **Naming colors** black blue brown green orange pink purple red white yellow **Expressing quantity** How many red crayons are there? —Three. —Three crayons.	**Listening** **E2.5.L1.** Students will be able to identify colors of things. **Speaking** **E2.5.S1.** Students will be able to name the colors of things. **E2.5.S2.** Students will be able to talk about the colors they like. **E2.5.S3.** Students will be able to express quantities of things.	**Contexts** Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a color scale by cutting and pasting colored papers and then present it.

Appendix 2- Syllabus for grade 3 (MONE, 2018)

3. SINIF / 3rd GRADE

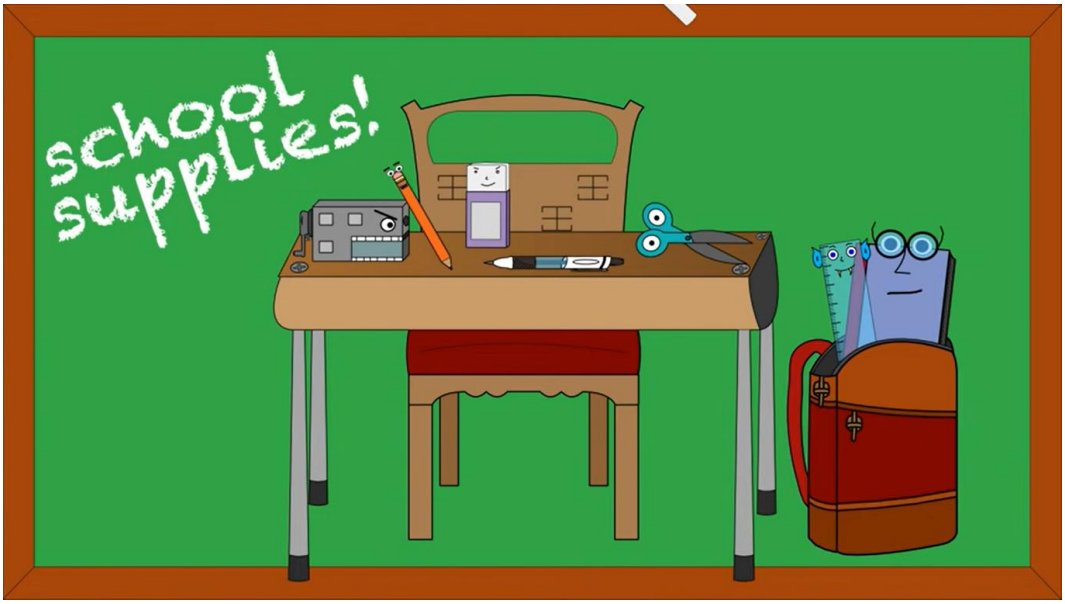
Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 Feelings	**Expressing feelings** I am happy. I feel good. **Making simple suggestions** Let's... ... cook ... dance ... drink ... eat ... go ... play ... read ... run ... swim ... sleep ... study ... walk ... watch angry energetic/tired good/bad happy/unhappy hungry okay sad surprised thirsty	**Listening** **E3.4.L1.** Students will be able to recognize the names of emotions/feelings. **E3.4.L2.** Students will be able to recognize simple suggestions. **Speaking** **E3.4.S1.** Students will be able to talk about personal emotions/feelings. **E3.4.S2.** Students will be able to make simple suggestions.	**Contexts** Captions Cartoons Conversations Illustrations Podcasts Poems Posters Signs Songs Stories Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Labeling Matching Making Puppets Questions and Answers **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare posters to display different state of feelings and hang the posters on the classroom walls.

3. SINIF / 3rd GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 Toys and Games	**Expressing quantity** How many kites are there? — Three. — There are three balls. **Naming colors** My ball is green. It's a yellow kite. **Talking about possessions** Have you got a teddy bear? — Yes, I have. — No, I have not. — Yes. I have got a teddy bear. ball, -s block, -s button, -s chess computer game, -s playing card, -s doll, -s kite, -s teddy bear, -s toy, -s	**Listening** **E3.5.L1.** Students will be able to recognize the names of toys. **E3.5.L2.** Students will be able to follow short and simple dialogues about possessions. **Speaking** **E3.5.S1.** Students will be able to talk about the quantity of things. **E3.5.S2.** Students will be able to tell the colors and quantity of the toys they have.	**Contexts** Advertisements Charts Conversations Coupons Fairy tales Illustrations Instructions Lists Poems Posters Probes/Realia Songs Tables Videos **Tasks/Activities** Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students bring their favorite toys to classroom and introduce them to their friends in English.

Appendix 3: The game and song used for the teaching of classroom objects

Link of the game: https://aogultegin.com/contents/grade/2/units/4/games#4128



Link of the song: https://aogultegin.com/contents/grade/2/units/4/songs#songs-36

Appendix 4: The Form of Classroom Observation

Teacher A		Date / Time	
Grade		Theme	
What kind of an extra material is used in the lesson? Is it used as a pre/while/post activity?			
How clear is the teacher's instruction? Do the students need any further information?			
How does the teacher check whether the students understand the instruction?			
Are the extra materials concrete enough for the young learners to learn the topic? Do the extra materials include pictures, videos or other visuals?			
Are all students using the extra material? Do the students work in pairs, groups or individually? Do they use the extra material independently?			

Is the predetermined time enough for students to use the extra materials efficiently? Are the students good at time-management?
What type of feedback does the teacher provide the students? Does the teacher use oral or written feedback mostly?
How does the teacher respond to misunderstandings and difficulties in using the extra materials?

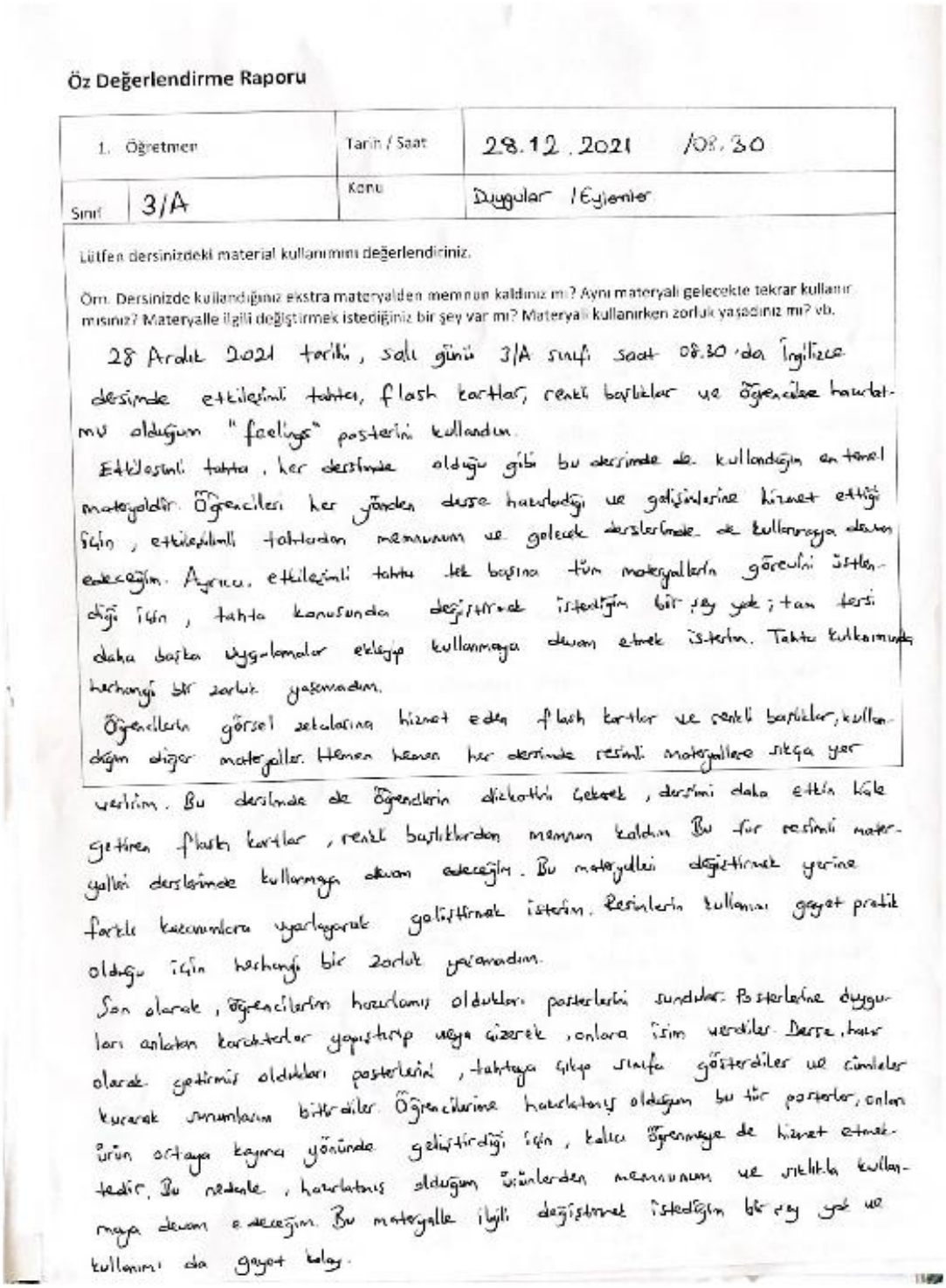
Appendix 5: Self-evaluation Paper

Teacher A		Date/Time	
Grade		Theme	

Evaluate the extra materials you used in the classroom, please.

For example: Did you like the extra materials you used in your last lesson? Do you want to use the same material in your following lessons again? Is there anything you would like to change about your extra material? Did you have any difficulties while you were using the extra material in the classroom?

Appendix 6: Teacher A's self-evaluation report for the third week



Öz Değerlendirme Raporu

1. Öğretmen		Tarih / Saat	28.12.2021 /08.30
Sınıf	3/A	Konu	Duygular / Eylemler

Lütfen dersinizdeki material kullanımını değerlendiriniz.

Örn. Dersinizde kullandığınız ekstra materyalden memnun kaldınız mı? Aynı materyali gelecekte tekrar kullanır mısınız? Materyalle ilgili değiştirmek istediğiniz bir şey var mı? Materyali kullanırken zorluk yaşadınız mı? vb.

28 Aralık 2021 tarihi, salı günü 3/A sınıfı saat 08.30'da İngilizce dersinde etkileşimli tahtası, flash kartlar, renkli baştıklar ve öğrencilere hazırlatmış olduğum "feelings" posterini kullandım.

Etkileşimli tahtası, her derslerinde olduğu gibi bu derslerinde de kullandığım en temel materyaldir. Öğrencileri her yönden derse hazırladığı ve gelişimlerine hizmet ettiği için, etkileşimli tahtadan memnunum ve gelecek derslerimde de kullanmaya devam edeceğim. Ayrıca, etkileşimli tahtası tek başına tüm materyallerin görevini üstlendiği için, tahta konusunda değiştirmek istediğim bir şey yok; tam tersi daha başka uygulamalar ekleyip kullanmaya devam etmek isterim. Tahtayı kullanırken herhangi bir zorluk yaşamadım.

Öğrencilerin görsel zekalarına hizmet eden flash kartlar ve renkli baştıklar, kullandığım diğer materyaller. Hemen hemen her derslerinde resimli materyallere sıkça yer veririm. Bu derslerde de öğrencilerin dikkatini çekecek, dersimi daha etkin hale getiren flash kartlar, renkli baştıklardan memnun kaldım. Bu tür resimli materyalleri derslerimde kullanmaya devam edeceğim. Bu materyalleri değiştirmek yerine farklı kazanımlara uyarlayarak geliştirmek isterim. Resimlerin kullanımı gayet pratik olduğu için herhangi bir zorluk yaşamadım.

Son olarak, öğrencilerin hazırlamış oldukları posterlerini sundular. Posterlerine duyguları anlatan karakterler yapıştırıp veya çizerek, onlara isim verdiler. Derse, hazır olarak getirmiş oldukları posterleri, tahtaya çıkıp sınıfa gösterdiler ve cümleler kurarak sunumlarını bitirdiler. Öğrencilerine hazırlatmış olduğum bu tür posterler, onların ürün ortaya koyma yönünde geliştirdiği için, kalıcı öğrenmeye de hizmet etmektedir. Bu nedenle, hazırlatmış olduğum ürünlerden memnunum ve sıklıkla kullanmaya devam edeceğim. Bu materyalle ilgili değiştirmek istediğim bir şey yok ve kullanımı da gayet kolay.

Appendix 7: The Approval of Ethics Committee

T.C.
ORDU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

OTURUM TARİHİ	OTURUM SAYISI	KARAR SAYISI
26/10/2021	10	2021-180

KARAR NO: 2021-180

Doç. Dr. Turgay HAN'ın "Türkiye'de İlkokullarda Görev Yapan İngilizce Öğretmenlerinin Derslerde Kullandıkları Ekstra Materyallerin Kullanımında Karşılaşılan Sorunlar ve Çözümler" başlıklı çalışması etik yönden incelendi.

Doç. Dr. Turgay HAN'ın "Türkiye'de İlkokullarda Görev Yapan İngilizce Öğretmenlerinin Derslerde Kullandıkları Ekstra Materyallerin Kullanımında Karşılaşılan Sorunlar ve Çözümler" başlıklı çalışmasının etik yönden uygun olduğuna, toplantıya katılanların oy birliği ile karar verildi.

ASLI GİBİDİR
26/10/2021

Doç. Dr. Hasan Tüşeymi MUTLU
Başkan

Appendix 8: The Approval of Research Permission

T.C.
GİRESUN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-29409993-605.01-53489729 06.07.2022
Konu : Araştırma İzni
(Dilek KORKMAZ)

VALİLİK MAKAMINA

İlgi : a) Ordu Üniversitesinin 30.11.2021 tarihli ve 337905144 DYS kayıtlı yazısı.
b) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 nolu Genelgesi.
c) Valilik Makamı'nın 07.12.2021 tarih ve 38483940 sayılı Olur'u.

İlgi (a) yazı ile Ordu Üniversitesi Sosyal Bilimler Enstitüsü yüksek lisans öğrencisi Dilek KORKMAZ'ın "Türkiye'de İlkokullarda Görev Yapan İngilizce Öğretmenlerinin Derslerde Kullandıkları Ekstra Materyallerin Kullanımında Karşılaşılan Sorunlar ve Çözümler " adlı çalışmasına veri sağlamak amacıyla, Espiye Süleyman Demirel ve Espiye Hasan Ali Yücel İlkokulu ingilizce öğretmenleri ile yapacağı çalışmayla ilgili başvurusu değerlendirilerek ilgi (c) Makam Olur'u düzenlenmiştir.

Söz konusu ilgi (c) Makam Olur'unda yer alan "anket çalışması" ifadesinin "Gözlem Formu, Görüşme Formu ve Öz Değerlendirme Formu" şeklinde düzeltilmesinde herhangi bir sakıncanın olmadığı Müdürlüğümüzce uygun değerlendirilmektedir.

Makamlarınızca da uygun görüldüğü takdirde, olurlarınıza arz ederim.

Ali DUR
Müdür a.
Şube Müdürü

OLUR
Ertuğrul TOSUNOĞLU
Vali a.
İl Milli Eğitim Müdürü

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Telefon No : 0 (454) 215 75 25
Unvan : Öğretmen
E-Posta: arge28@meb.gov.tr
İnternet Adresi:
Faks:4542157522
Kep Adresi : meb@hs01.kep.tr
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Appendix 9: The Form of Consent Approval

ORDU ÜNİVERSİTESİ

BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU

Bu katıldığınız çalışma bilimsel bir araştırma olup, araştırmanın adı 'Türkiye'de İlkokullarda Görev Yapan İngilizce Öğretmenlerinin Derslerde Kullandıkları Ekstra Materyallerin Kullanımında Karşılaşılan Sorunlar ve Çözümler'dir. Bu çalışma, Yabancı Diller Bölümü öğretim elemanlarından Doç. Dr. Turgay HAN tarafından yürütülen bir çalışmadır. Bu çalışmanın amacı İngilizce öğretmenlerinin derslerde kullandıkları ders materyallerinin amaçlarına uygun olup olmadığı ve bu materyallerin derslerde etkili bir şekilde kullanılıp kullanılmadığını tespit etmektir. Bu çalışmayla ayrıca İngilizce öğretmenlerinin derslerinde kullandıkları materyaller konusunda farkındalık kazanmalarını sağlama, kullanılan materyalleri amacına daha uygun ve pratik bir hale getirme, ders materyallerinden alınan verimi arttırma, ders materyallerini kullanırken karşılaşılan sorunları çözüme kavuşturma ve öğretmenlerin mesleki becerilerine katkı sağlamak amaçlanmaktadır. Bu çalışmaya katılırsanız sizden 6 hafta kadar zaman ayırmanız istenecektir. Bu çalışmada sizden derslerdeki materyal kullanımınız hakkında size yönlendirilen anket ve görüşmelere katılmanız, süreç üzerine sorumlu araştırmacıya dönütler vermeniz beklenmektedir. Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Sizden kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir ve elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Çalışma, kişisel rahatsızlık verecek unsurlar içermemektedir. Ancak, çalışma sırasında sorulardan ya da herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı yarıda bırakıp çıkmakta serbestsiniz. Çalışma sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Çalışma hakkında daha fazla bilgi almak ve sorularınız için Turgay HAN öğretim elemanı (5051248512- turgayhan@odu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

Ad-Soyad	Tarih	İmza
.....	…/…/20..	

BIBLIOGRAPHY	
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Academic Studies	**1.** Examining The Effects of Explicit Teaching of Form and Meaning Relation in Derivational Morphemes on Morphological Awareness of Young EFL Learners in Turkey (2021)
	2. Book Review on *Reading success in the Primary Years. An evidence-based interdisciplinary approach to guide assessment and intervention.* (2021)