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

*Research done in order to achieve
the Bachelor's Degree in Teaching
English as a Foreign Language*

AUTHOR:

Alvarez Guerrero, Gloria Felicidad

ADVISOR:

Dr. Arias Córdova, María Olivia

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CERTIFICATION

Dr. María Olivia Arias Córdova

CERTIFIES THAT:

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

Loja, Marzo de 2012

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AUTORA

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DEDICATION

I want to dedicate this thesis
to my dear parents for their love and affect

Gloria

ACKNOWLEDGMENT

I deeply want to thank God for giving me strength to continue with my major in spite of the difficulties.

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CONTENTS

CERTIFICATION.....	ii
CONTRATO DE CESION DE DERECHOS.....	iii
AUTHORSHIP.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
CONTENTS	vii
ABSTRACT.....	1
INTRODUCTION.....	2
METHODOLOGY.....	6
DISCUSSION	10
Literature Review.....	10
Results.....	23
Description, Analysis and Interpretation of Results.....	28
Conclusions.....	71
Recommendations.....	73
REFERENCES.....	74
ANNEXES	

Abstract

The topic of this research is “The use of Supplementary materials for Teaching Children in EFL Classes”. It was developed with the purpose of analyzing if elementary school teachers used supplementary materials in their EFL classrooms, and if they did, how pertinent, appropriate and qualified they are.

To develop this research, the qualitative and quantitative methods were used. For the qualitative analysis, it was taken into consideration if the material was pertinent, appropriate and qualified for that particular class. For the quantitative analysis it was considered the frequency of the material used in each class.

This study was carried out in a public elementary school in Sayausí town in Cuenca Canton. For this investigation, the 4th, 5th, and 6th grades were selected as sample.

As a conclusion, it is possible to say that the teacher generally used supplementary materials in the classes in a pertinent and appropriate way, but there was not a balanced between their use because the teacher opted to use the board more than other supplementary materials.

Introduction

Teaching a foreign language involves a process in which many factors are related. First of all, it is important to take into account the socio-cultural background of learners. Also, a successful teaching-learning process depends on the correct selection of the bibliographic component. Finally, and probably the most important factor is the methodological design a teacher adopts when teaching this foreign language. In other words, a teacher must know that it is difficult to work alone to achieve the goal of teaching students a foreign language. Therefore, the teacher should consider different supplementary material to facilitate the teaching-learning process as well as provide the students with enough motivation for their classes.

For all the reasons pointed out above, the correct selection of supplementary material is a must. Therefore, it is important that teachers use different materials such as visual, audio-visual, realia, and websites.

As in the city of Cuenca there have not been any studies that have shown whether or not elementary teachers use supplementary materials in their classes.

The objectives of this study were to identify and analyze supporting materials used for teaching children in EFL classes. Besides, to describe and analyze each one of the supplementary materials used in EFL classrooms in term of pertinence (content), appropriateness (students' needs), and quality. Finally, to determine the frequency and variety of the supplementary material used in the observed classes.

In this study, it is important to find out whether or not teachers from this city use supplementary materials, and if they are used, how pertinent, appropriate, and qualified these materials are.

There have been several researchers who have developed studies to determine the importance of supplementary materials in EFL or ESL classrooms. The information obtained from three of these studies is explained below.

First of all, Boulter (2007) wanted to determine to what extent EFL/ESL teachers use integrate technology in the EFL/ESL classrooms. Besides, how variables (of age, gender, teaching experience, formal computer professional learning and/or professional learning, technical support, collaboration with colleagues, and nationality/region) amongst teachers promote or inhibit the use of multimedia in the EFL/ESL classroom within the Asia-Pacific region. There was one limitation that the researcher found during the development of this thesis. It was that the data provided by the professors on their surveys was the only information the researcher had to rely on since not other sources such as direct observations or another form of data collection was allowed.

Williams & Lutes (2006) searched about how commonly accepted principles of learning are supported and enhanced by video. Also, how video can be used to stimulate and motivate students to learn English. Limitations were not found during the development of this study.

Finally, Shu-Mei, Jonas, Tsai, & Chuang (2009) developed a study whose research questions were related to how can supplementary materials be adopted to enhance college EFL, learners' listening and speaking strategy use. The authors did not find any limitations for this study.

This study will benefit students and teachers because through it, the investigator will awake teachers' interest in using supplementary material in their classes. In that way, there will be more motivating as well as more interesting classes in order to improve the educational system of this country.

There were not any limitations to develop this study. The authorities as well as the teachers and students collaborated during the observations and the surveys the students and teachers filled in.

Method

In order to carry out this study, it was chosen a school located in Sayausí, a town of the rural area in the canton of Cuenca to in order to elaborate the field research. At this school, students attend classes in the morning. The research was made in the school year 2010-2011. This research was made in the following grades: fourth grade (8 years approximately; fifth grade (9 years old approximately), and sixth grade (10 years old approximately) of Basic Education.

In fourth grade, there were twenty eight students – fifteen were boys and thirteen were girls. In the fifth grade, they were twenty eight students – fourteen were boys and fourteen were girls. In sixth grade, there were twenty eight students – fourteen were boys and fourteen were girls.

The first step to develop this thesis was to collect bibliographic information relevant to the use and importance of supplementary material focused on children's learning of a foreign language. In order to collect the scientific information, two resources were used. First, the Internet that was helpful to find previous studies on the use of supplementary material. Also, the libraries from the city of Cuenca were useful in order to find information from books to complete the literature review.

The process of the field research started on April 18th, 2010. The aim of the field research was to observe thirty classes – ten at the fourth grade, ten at the fifth grade, and ten at the sixth grade. During the observation, the task of the researcher was to keep a record of the supplementary material used for that specific class. Also, she had to decide whether the material was pertinent, appropriate, and of good quality. Also, the researcher had to answer some questions about the class that was observed. Finally the researcher had to give some students as well as the teacher of

the classes a survey that they had to fill in. The questions were according to the use of supplementary material.

On the other hand, it is important to say that the general approaches of this study were the Qualitative and the Quantitative methods. The qualitative method was used to describe the different supporting materials used in each class as well as to consider the characteristics of pertinence and appropriateness. The quantitative method, on the other hand, was applied for the analysis of frequency of the use of the material utilized in every grade.

The techniques used were reading, skimming and scanning, in order to develop the literature review and note taking, in order to develop the field research.

On the other hand, the instruments used were data collection formats, cards, and tables which were included in the guide provided by the UTPL.

The tabulation of results was developed in the following way: first of all, the teacher had to transcribe the information from the data collection formats into tables in order to show the types of materials used in each course. On the other hand, at the end the researcher had to complete a chart including the frequency of the supplementary material used in the classes.

In addition, the analysis, description, and interpretation of results were developed taking into consideration both the qualitative and quantitative information collected. The qualitative information was useful in order to determine how appropriate and pertinent was the material used by the teacher in each of the three classes. It was also determined if the material was of good quality or not. At the end of the analysis of each course, it was included the information about the different learning styles used by the teacher for every class.

On the other hand, the quantitative information was useful to analyze the frequency of the material used; in other words, to determine what material was mostly used by the teacher in the three grades.

DISCUSSION

Literature Review

The topics included in this literature review are considered as the scientific basis related to the use and importance of supplementary materials for children in EFL classes. Thus, the information will be divided in two sections: the first section consist of the description of the following topics: Teaching a Foreign Language, Learning Styles, Teaching Techniques, Different Contexts for Teaching, and Supplementary Material. On the other hand, the second section includes previous studies related to the use of supplementary material in EFL classrooms. The first topic to develop is teaching English as a foreign language

Teaching a Foreign Language.

Teaching a foreign language means teaching people to speak and understand a foreign language.

According to Maxom (2009: 1) “The English Language is officially big business. There could be as many as a billion students learning English around the world at this time, and that is reason enough to consider moving into Teaching English as Foreign Language (TELF)”. Nevertheless, the author states that learning a new language opens new horizons as well. That is why learners of English can move to different countries in search for a better life finding new opportunities of job or education. The author suggests that any person who speaks the target language can teach others this language in some degree. However, in order to become an expert in teaching, it is important to help students improve their skills and structure them. Besides, this author says that the fact that when the language you are learning is associated with a new situation, it can suddenly feel fresh again.

Blaz (1998: 1) concerning teaching a foreign language says, “ Not long ago in the United States, learning a foreign language was considered to be merely a part of a good liberal education, or a intellectual exercise recommended for only the brightest students. It was automatically assumed that anyone studying a foreign language wanted to be either a teacher or an interpreter/translator.” However, nowadays, the author explains that it is seen that English is used in many business. That is why some political and educational leaders have realized that learning English as a second language is a vital part for most of careers around the world. For instance, in a job interview, being able to speak more than one language is an asset, which could be one of the most important keys to get a job since for some posts in different countries, knowing a second language is a mandatory requirement to obtain the desired job.

About teaching a foreign language, Ediger (2007: 1) says, “Language teaching is a common phenomenon in every school across the globe. The English language, a powerful medium of communication all over the world, is in the school curriculum everywhere”. Besides, the author says that in teaching a language it is essential to emphasize expression in order to receive and generate ideas and feelings rather than simple words, meanings and spellings. Thus, Ediger explains that the ideas are generated by speaking and writing; on the other hand, the receiving of ideas occurs through reading and listening. According to the same author, “English language is considered a window to the world. We can communicate almost in all places in the world with knowledge in English. In English speaking countries, English is used as first language and in other countries it is used as second language”. (Ediger, 2007, p. 6).

The next topic to describe has to do with learners. When learning a foreign language, it is important that teachers can take into consideration the different characteristics like age, differences, and the motivation of each learner, since in that way, it would be easier for the student to master the language being learned.

Learners

Learners are assimilators or scholars who learn or take up knowledge or beliefs.

Mckay (2006: 8) refers to age of learners saying, “knowledge of children’s cognitive stage of development is important for the effective assessment of young language learners. The cognitive demand of tasks should be commensurate with children’s age-related abilities.” For instance, the author states that in general, young learners are not able to see the whole in a complex task that is divided into several parts. Older children, on the other hand, can see and enjoy some kind of coherence across parts in tasks if the parts are connected within a thematic or narrative approach.

Referring to the age of learners, Ritchie and Tej (2009) agree on the fact that language acquisition after the first years of life becomes very limited with defects in speech production, grammar, and phonology. Similarly, the authors explain that the acquisition of syntax of the second language is more difficult after the age of 6. Second language initial acquisition goes together with age. This means that the earlier a person learns a second language the easier it will be for him to master this language. For this reason, the authors say “age of acquisition is understood to be a proxy for the initial state of L2 acquisition.

On the other hand, Saville-Troike, (2006: 82) says about age of learners, “It is a common belief that children are more successful L2 learners than adults, but the evidence for this is actually surprisingly equivocal. One reason for the apparent

inconsistency in research findings is that some studies define relative ‘success’ as initial rate of learning.”

Concerning learner differences, McKay states that there are certain rules that the author suggests to follow when teaching children. For example, children cannot analyze a picture in order for them to learn a language rule since this kind of abstract analysis is difficult for them. Also, it is advisable that when students need to be assessed, it should be developed in a quiet place, so children can concentrate and not be distracted with noises.

Saville-Troike on the other hand, states that the focus on learner differences in SLA has been most concerned with the question of why some learners are more successful than others. It arises in part from the humanistic framework within psychology, which has a long history in that discipline.

Concerning motivation, Ritchie and Tej (2009:11) explained, “Motivation is supported by positive attitudes toward the learning situation and integrative”. Additionally they express that motivational intensity is a key predictor of language-learning achievement. In other words, motivation can help students learn in a better way and be successful in learning a second language.

Talking about motivation, McKay says that young learners need to see the value of participating in the assessment tasks that we use; therefore assessment tasks for oral language require a genuine need to communicate.

Saville-Troike (2006:85) finally explains, “motivation for second language learning, along with L2 representation and processing, is controlled by neurological mechanisms. Specific areas within our brain conduct a ‘stimulus appraisal, which assesses the motivational relevance of events and other stimuli and determines how we respond, including what our attitudes and ultimately degree of effort will be”.

Following with the development of this literature review, it is time to refer to Learning Styles which may be defined as the way in which students learn.

Learning Styles

Englebreston & Lefever (1995) say that it is important that teachers of a second language can understand the different learning styles that students may have because teachers have to adapt their teaching to those styles since this may be a guarantee that students will learn; however, students may not suddenly become brilliant students, but definitely their performance will improve. The authors also comment that effective learning follows a natural process: the first step occurs when learners start with what they already know or feel; this will provide the background for what will happen now. On the other hand, Englebreston & Lefever (1995: 13) say, "Teaching to our students' learning styles can help all students get more excited about the subject, explore and understand the facts, enjoy grappling with the implications and, most importantly, be more willing to put what they have learned into practice."

Talking about this same topic, Reid (1987) describes two types of learners of language. The first one is NSS (native speakers) and NNSS (no native speakers of English). He also states that the preferences and styles of learning often differ significantly. However, he considers that sex, age, and length of time of learning the target language can also be factors to determine the learning styles of a student. Reid defined learning style as, "cognitive, affective, physiological traits that are relatively indicators of how learners perceive, interact with, and respond to the learning environment." In other words, each student has different ways to perceive or absorb the knowledge.

Sims and Sims (1995: 1) give their opinion about learning styles by saying, “Learning styles can be defined as characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment”. The authors perceive that nowadays, there is more concern in analyzing the different learning styles than in the past, especially in higher education which is always looking for making their educational activities more effective taking into account every student has a different way of learning. That is way, Sims and Sims also point out that “effective teaching and training cannot be limited to the delivery of information; rather, it needs to be based on a model of minds at work”. An important assertion is that teachers should first of all teach students how to learn.

Teaching Techniques

Teachers of a foreign language must be able to teach in a way that learners can find it easy and motivating to learn this language. That is why it is important that educators use different techniques to be applied in their classes.

Puckett and Diffily (2003: 18), for instance, point out that the teacher of children is different from any other traditional children. That is why that “the teacher creates the environment and organizes a schedule to help children make good learning choices. During child-selected activities, the teacher moves through the classroom working with individuals or small groups of children”. The way the classroom is arranged, the behaviors they model, the questions they ask about children’s involvement in different centers makes children’s learning easier. It is also suggested that teachers have to know their students better in order to meet individual needs. The authors also advise that there are some classroom strategies that could be used, like arranging the classrooms in different ways, the behaviors

they model, and the ways of working with students: pair work or group work. Besides, these authors say that it is advisable to include in the curriculum appropriate classroom activities especially for children and have the class active. For instance a teacher should not only stand in front of the whole class and 'teach'.

Griffiths (2008: 84), on the other hand, takes a definition of strategy from Oxford (1990) that states that language learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed more effective, and more transferable to new situations". Then the author suggests that a good technique is to let students develop their own strategies to learn a language, because for Griffiths, "many language learners struggle to know how to study effectively and make progress in developing their language skills. Some of these learners rely on teachers and others, or on a structured language program to tell them what to do and what to study in their target language."

Concerning teaching techniques, James and Cremin (2010:7) also propose certain techniques to teach children which they suggest should be used every day in order to interact with children. The same authors say about the direct teaching techniques there may be two sets of strategies called propping and reinforcement to teach children new language. Besides, these authors declare, "the direct teaching techniques build on the interactive teaching techniques. You continue to use the interactive techniques to set up situations in which your child wants something that involves you". On the other hand techniques place more demands on the child to respond in a specific way. Using them may initially increase a child's frustration. When the direct teaching techniques are introduced, strategies for managing a child's frustration will also be covered.

Different Contexts for Teaching is the next topic in this scientific study. When teaching English, there are different contexts in which this activity can be developed; that is why some authors describe below such contexts.

Different Contexts for Teaching

For Saville-Troike (2006:177) there are some factors affecting second language acquisition that determine why some learners are more successful than others. For instance, this author considers that social contexts affect the degree of success. For example, it is not the same learning in a speech community than learning in an institution with constraints. “These macro social factors influence L2 learning primarily because of their impact on attitude and opportunity. They also determine whether the L2 is being learned as a second language, foreign language, an auxiliary language, or a language for a specific purpose.” On the other hand, there are other factors that affect second language acquisition such as : social experience, relationship of L1 and L2, age, aptitude, motivation, and instruction.

On the other hand, Brazda (2005) agrees on the fact that it is important to highlight different contexts in which the language naturally occurs. Once the idea of context playing a decisive role in the choice of language is firmly established, it is possible to introduce varieties of the language used in different contexts, such as cultural and regional, social or situational. The context is very important to language learning. However, the language does not have to be taught in just one context. We can teach the different varieties of the language using different contexts and situations.

For Smart (2001: 263), low-inference teaching behaviors showed surprising consistency across situations or contexts in their correlation with overall teaching effectiveness ratings. Besides this author declares, “The contextual dependency view implies that the correlation between frequency of occurrence of specific teaching

behaviors and measures of overall teaching effectiveness should differ significantly in different contexts”. On the other hand, this author aggregates that these differences across disciplines and across underclass and upper class teaching divisions, which are manifested in different normative cultures.

The last topic of the first part of this literature review is Supplementary Material. In the next lines, it is explained its definition, importance, types and roles of supplementary material in EFL classrooms.

Supplementary Material

Hernandez (2008) states that teachers do not make their work by themselves. Most of the times, teachers follow some methodological approaches to create effective learning environments, or they may follow course books designed by publishing houses to cover with their teaching needs. However, those course books do not always fulfill their syllabi thoroughly. So, teachers start looking for other sources to accomplish their tasks. It is at this point when supplementary materials appear in the teaching and learning interaction. Supplementary materials to language teaching are considered as useful resources that facilitate teachers work. This material and teaching aids are not just resources. “Supplementary material is substantial additional work which is incorporated into or related to the original material but which has some function or capacity to entertain or inform independently, physically separate from the basic bibliographic unit and frequently in a different medium. “Supplementary material is additional labor which is related to the original material in order to entertain or inform separately from the basic. Hernandez lists different kinds of supplementary material.” Among them are blackboard/whiteboard, overhead projector displaying prepared exercises on transparencies, cassette recorder

/CD player for listening practice, video recorder for listening practice, as well, and computer grammar exercises to reinforce grammar.

Referring to supplementary materials, Spratt (2005:11) affirms they can be defined as “books and other materials used in addition to the course book”. Some recommendations this author provides is that when using supplementary material, it is important that students have correct instructions. Besides, Spratt points out that supplementary material can be useful to any level; the only thing to do is to adapt the material to the learners. Supplementary materials try to cover these lacks that course books cannot. Games and extra communicative activities can also be included in the classroom because they are fun. Nevertheless, the instructor should never forget that there should always be a reason to use specific supplementary material.

The Library Corporation defined supplementary material as “A part of a work, physically separated from the basic bibliographic unit and frequently in a different medium. Supplementary materials will help to foster multi perspective historical understanding and critical thinking amongst educators and students. Examples of supplementary material are maps, an answer book accompanying a textbook, or a pamphlet accompanying an audio disc.

Supplementary materials, as said by the Library Corporation, are different from the main bibliographic material such CDs, Records, and Tapes, Flash Cards, Games, Manipulative, Newspapers and Magazines, Posters. Complementary and additional material is used by the teacher in order to inform or entertain students.

After describing and analyzing the topics compiled on the first part of this literature review, the next section has to do with studies developed concerning the topic supplementary materials. Such studies will provide important information that will be considered as a guide for developing the field research of this research.

Previous Studies

Shu-Mei, Jonas, Tsai, & Chuang (2009) developed a study whose research questions were related to how can supplementary materials be adopted to enhance college EFL, learners' listening and speaking strategy use. The method used was data analysis that included those who completed both pre and post tests as well as pre and post surveys. Therefore, the methods used in this research were qualitative and quantitative. The analysis was carried out to examine and verify potential progress in between unit lessons besides pre and past test outcome. The main conclusions reached by authors were, "Supplementary materials applied into our target non-major English Listening and Speaking classes promoted students' language skills. It enhanced strategy use, with which students' learning results were also upgraded

On the other hand, Williams & Lutes (2006) searched about how commonly accepted principles of learning are supported and enhanced by video. Also, how video can be used to stimulate and motivate students to learn English. To develop this research, two groups were established: a control group and a test group. The participants were members of four ESL classes, and both groups had the same instructor and followed the same curriculum. The main conclusion was that the video can be a powerful tool as an engaging delivery system. Video can be an extreme and effective intrinsic motivator.

Boulter (2007) developed a study at Queensland University of Technology, Australia. The research questions involved questioning about to what extent EFL/ESL teachers use integrate technology in the classroom in (the participating) universities in Australia, Thailand, and Taiwan. Besides, how variables (of age, gender, teaching experience, formal computer professional learning and/or professional learning, technical support, collaboration with colleagues, and

nationality/region) amongst teachers promote or inhibit the use of multimedia in the EFL/ESL classroom within the Asia-Pacific region. The methodology included collecting a small component of qualitative data, in which, teachers were asked two open-ended questions. Interviews, in which teacher were asked some questions on what factors they thought contributed to or deterred from the use of multimedia in EFL/ESL classroom instruction. The results of study showed a directional correlation for teachers who receive in-serve professional learning and grater use of multimedia regardless for age. The evidence then appeared to support the hypothesis.

Anderson (n.d.). searched to find out what a teacher should do using AA (American Army) , which is a video game in a Taiwanese EFL environment ; also, how students feel about using video games, especially AA, for learning English; and finally, if AA can increase the listening comprehension of EFL learners in Taiwan. The methods included two experiments conducted as part of an ongoing investigation of computer games for learning. The study generated initial expressions about using AA for teaching EFL and provided direction for the main experiment. The qualitative information gathered from the subjects in the trial study was used to assist the researchers in designing a second experiment. As a conclusion, the author exposed that computer games provide language-laden, rich and entertaining vistas auto immersive simulated worlds. It also demonstrated a possibility that language learning can be supporting by digital games. Some video games provide a window onto world, a resource that can and should be tapped for learning.

McKay (1982) developed a research to answer if literature should to be part of an ESL curriculum; also, to demonstrate if there is a rationale for including literature in the curriculum. The method used was bibliographic, in which the researcher selected several literature works to apply exercises to the students. The main author

conclusion was that literature does indeed have a place in the ESL curriculum. For many students, literature can provide a key to motivating them to read in English. For all students, literature is an ideal vehicle for illustrating language use and for introducing cultural assumption.

Results

Qualitative Tabulation

Chart one: Type of supplementary material used to teach children

Variable	Indicators	Yes	No
Visual	flashcards	X	
	power point presentations	X	
	maps	X	
	pictures		X
	charts		X
	handouts		X
	posters	X	
	word cards	X	
	white/black board	X	
	letter noodles	X	
	Audio	songs	X
dialogues		X	
stories		X	
tales		X	
bingo (game)		X	
Audiovisual	videos	X	
	movies		X
	documentaries		X
Realia	objects (toys, plants, fruits)	X	
Online	websites		X

Author: Gloria Alvarez Guerrero

Source: 4th (8 years old approx.) 5th. (9 years old approx.) 6th. (10 years old approx.)

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

Variable	Indicators	1st. Class		2nd. Class		3rd. Class		4th. Class		5th. Class		6th. Class		7th. Class		8th. Class		9th. Class		10th. Class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards	X	X					X	X							X	X			X	X
	power Point presentations																				
	maps					X															
	pictures																				
	charts																				
	handouts																				
	posters	X	X	X	X					X	X					X	X	X	X	X	X
	word cards			X	X	X	X			X	X	X	X								
	white/black board			X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X
	letter noodles											X	X								
	Audio	songs			X	X															
dialogues																					
stories																					
tales																					
Audiovisual	videos												X	X							
	movies																				
	documentaries																				
Realia	objects (toys, plants, fruits)																				
Online	websites																				

Author: Gloria Alvarez Guerrero
 Source: 4th. (8 years old approx.) grade

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

Variable	1st. Class		2nd. Class		3rd. Class		4th. Class		5th. Class		6th. Class		7th. Class		8th. Class		9th. Class		10th. Class	
	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Indicators																				
flash cards	X	X															X	X		
power Point presentations										X	X									
maps																				
pictures																				
charts																				
handouts																				
posters			X	X																
word cards							X	X					X	X			X	X		
white/black board	X	X			X	X						X	X							
letter noodles					X	X			X	X									X	X
Audio																				
songs																			X	X
dialogues			X	X																
stories																				
tales																				
Audiovisual																				
videos									X					X	X					
movies																				
documentaries																				
Realia																				
objects (toys, plants, fruits)																				
Online																				
websites																				

Author: Gloria Alvarez Guerrero

Source: 5th. (9 years old approx.) grade

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

Variable	1st. Class		2nd. Class		3rd. Class		4th. Class		5th. Class		6th. Class		7th. Class		8th. Class		9th. Class		10th. Class	
	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Indicators																				
flash cards	X	X								X	X									
power Point presentations																				
maps																				
pictures																				
charts																				
handouts																				
posters					X	X								X	X			X	X	
word cards												X	X							
white/black board								X	X											
letter noodles	X	X			X	X								X	X					
Audio																				
songs																				
dialogues																				
stories																				
tales																				
bingo game																X	X			
Audiovisual																				
videos							X	X				X	X			X	X			
movies																				
documentaries																				
Realia																				
objects (toys, plants, fruits)	X	X									X	X								
Online																				
websites																				

Author: Gloria Alvarez Guerrero

Source: 6th. (10 years old approx.) grade

Quantitative results

Chart five: Frequency of use of supplementary

Variable	Indicators	4th. Grade (8 years old approx.)	5th. Grade (9 years old approx.)	6th. Grade (10 years old approx.)	TOTAL	
		F	f	F	f	%
Visual	flashcards	4	2	2	8	12,7
	power point presentations	0	1	0	1	1,6
	maps	1	0	0	1	1,6
	pictures	0	0	0	0	0,0
	charts	0	0	0	0	0,0
	handouts	0	0	0	0	0,0
	posters	6	1	3	10	15,9
	word cards	4	3	1	8	12,7
	whiteboard	8	6	1	15	23,8
	letter noodles	1	2	3	6	9,5
Audio	songs	2	1	0	3	4,8
	dialogues	0	1	0	1	1,6
	stories	1	0	0	1	1,6
	tales	0	0	1	1	1,6
	bingo game	0	0	1	1	1,6
Audiovisual	videos	1	1	4	6	9,5
	movies	0	0	0	0	0,0
	documentaries	0	0	0	0	0,0
Realia	objects (toys, plants, fruits)	0	0	1	1	1,6
Online	websites	0	0	0	0	0,0
					63	100%

Author: Gloria Alvarez Guerrero

Source: 4th (8 years old approx.) 5th. (9 years old approx.) 6th. (10 years old approx.)

Description, analysis and interpretation of results

This section includes the description, analysis, and interpretation of the results obtained from the observation concerning the use of supplementary material in the 4th, 5th, and 6th level of EFL classes from one public elementary school in Sayausí town.

The analysis is carried out both qualitatively and quantitatively. The qualitative analysis refers to the description of each one of the materials used during the 10 observed classes, considering the characteristics of pertinence, appropriateness, and quality of such material. In addition, the style the teacher used for the development of the class will be described. The quantitative analysis includes the frequency of use of the utilized material in each class.

Qualitative Analysis

4th Grade/8 Years old

In the fourth level, the following supplementary materials were used: flashcards, maps, posters, word cards, whiteboard, letter noodles, songs, stories, and videos.

Flashcards

Flashcards were used as supplementary material in four out of ten classes observed. Flashcards were used in the first class to introduce the topic “Good habits”. The objective was to identify healthy and unhealthy behavior. The information that the flashcards included was pertinent since the students were able to identify the different senses: smell, taste, touch, sight, and hearing in a clear way.

This material was appropriately used because it was appropriate for the students’ level, age, and interest, and because they were able to understand and learn this vocabulary in an easy way.

Moreover, the flashcards were made on cardboard and they were clear and big enough so students could appreciate them correctly.

Flashcards were also used in the fourth class. The topic of this class was “It’s raining”, and its objective was to identify appropriate clothes for different types of weather. The flashcards showed different clothes used in each type of weather. Therefore, students were able to identify what type of clothes people used in different occasions. That is way it is considered that the flashcards used for this class were pertinent in relation to the objective of the class.

On the other hand, it is considered that the flashcards were appropriate for the level and age of the students, since they seemed to be motivated and eager to learn the new vocabulary presented by the teacher.

Finally, the quality and form of the material was good, and students were able to learn in an easy way since they could related the word learned with the flash card the teacher showed them.

“Transportation’ was the topic of the eighth class, and flashcards were also used to develop such topic. The objective of the class was to identify means of transportation. This objective was carried out successfully, since the students were able to identify the different types of transportation used around the world. Therefore, it is considered that the material used was pertinent.

About appropriateness, it can be said that the flashcards used were used according to the students’ level, age, and understanding, and they looked motivated to learn the new vocabulary when the teacher showed the picture and they repeated after her the new word learned.

Once again, the material used was of good quality; therefore, students were able to understand and learn the new vocabulary easily.

Finally, flashcards were used in the tenth class. The topic of this class was “chores”, and its objective was to identify chores. To accomplish this goal, the teacher used the flashcards in which the different chores were shown. Therefore, the teacher first showed the flash card and then said aloud how the chore is said in English. After that, students had to repeat each chore the professor showed them.

Flashcards were also well used in this topic since students seemed to have learned this vocabulary easily. It was shown when after the use of flashcards, they were able to play a game in which one student mimic one chore and the class could answer the name of the chore without any trouble.

These flashcards were well elaborated; they were also clear enough so students could understand them.

Maps

In class three, the teacher used a map in order to introduce the topic “Country life”. Its objective was to describe aspects of a town and city. The map included information about the different geographical features and animals that there can be found in the country side. This material was according to the objective of the class; however, students did not pay close attention to the explanation that the teacher used for them to identify the different features and animals.

Although the use of this map was according to the students’ level and age, it was not interesting enough so the teacher could catch their attention.

Perhaps, the quality of the material was not good. First of all, the illustrations were not noticeable, and the map was not big enough for every student to see it clearly. Perhaps the use of flashcards or video would have been a better choice to introduce this topic.

Posters

Posters were used in three classes by the professor. Thus, the teacher used a poster in class 1 in order to illustrate the different senses. This poster showed different people doing several activities: one of them was smelling food; on the other hand, other person was seeing her son's homework; other person was tasting some ice cream, and other one was listening to music. This material was pertinent to the objective of the class in order to reinforce the topic of recognizing the different senses.

On the other hand, this material was appropriate to the level and age of students. They were able to see and identify the different senses since the poster showed in a clear way each of them.

The size of the poster was good enough so everybody was able to see and appreciate it. Therefore, the quality of the material was excellent since the pictures called the students attention and was effective for them to learn the new vocabulary. Besides, it can be said that the students understood the topic easily because they made exercises of the movements of the senses; therefore, this material helped the students awake their interest and curiosity.

Following with the use of posters, they were use in the class two within the topic: "Country Life, Animals". Its objective was to describe the importance of animals in the world. The teacher showed the posters, which included different animals; the students were very happy because this material was colorful and convenient for them since they understood the importance of animals living in the farm, because they love the animals and the nature. That is why this material was pertinent because it was connected with the topic and the objective of the class, and it was also appropriate for their age and level.

Posters were also used in the fifth class within the topic “It’s cold”, taking into account the weather and the use of different clothes that the people use according to the weather. Besides, this topic was very important for students because the posters had beautiful colors and big pictures. On the other hand, when the students looked at the posters they felt motivated and wanted to speak about clothes. With respect to the quality and form of the material, it can be said that it was neat and clear, so that students were able to learn in an easy way.

Posters were also used in the class eight to explain the topic “Transportation”. The objective of this class was to identify the different means of transportation. To accomplish this goal, each poster had a drawing of a means of transportation, such as taxi, car, truck, canoe, plane, bus, train, and ship. Moreover, each poster was well done and colorful making students feel motivated. At the beginning, the students repeated each means of transportation after the teacher. Then the teacher asked the students to draw the means of transportation on their notebooks.

This material was considered as pertinent and appropriate for students, since the poster showed each means of transportation in a clear way, so students could understand easily. Besides, this material was appropriate for their level because students seemed to be motivated and eager to participate in the class and learn the new vocabulary presented by the teacher.

In class ninth posters it was also related to the previous topic “transportation”. However, the teacher used a different poster in which students had to participate since they had to match the pictures to the word represented by this picture. In other words, students had to go in front of the class and match for example the word “truck” to the picture this word represented. In this class, the teacher did not take too much time to show this poster to the students since in the last class, they already

studied about this topic. That is why the teacher used this poster only as reinforcement of the previous class, and because of the number of the students (38), all of them were not able to participate.

In spite of this situation, the students who were able to come in front of the class seemed not to have any trouble at matching the word and its picture. For this reason, it can be said that this material can be considered as pertinent since it reinforces students' learning of the topic of the class, and it was also appropriate because it was shown that students enjoyed going in front of the class and doing the activity given by the teacher. Finally, it is important to point out that the quality of the material was impeccable, since its pictures and words were big enough, so students could understand them in a clear way.

The topic of the tenth class in which posters were also used was called "chores", whose objective was to identify chores. In order to accomplish this objective, the teacher presented a poster which showed people doing different chores. For instance, dusting, sweeping, setting the table, and picking up the rubbish. Then the teacher said every chore aloud and then students repeated every chore. Finally, students told the teacher the different activities their mothers tend to do at home.

This material was exciting for the students because they could relate what they learned with their same experience, since they could identify the chores their mothers do at home. That is why this material was pertinent because students could learn the different chores in an easy and overall in an entertaining way; therefore, it was also appropriate to their age, level and understanding. The material used was of excellent quality. The pictures were big enough so students could identify them without any difficulty.

Whiteboard

The whiteboard was used in every class for similar purposes. That is, the teacher only used the board to write the topic of the class and stick posters or flashcards on it. Aside of these functions, the whiteboard was not used for any other purposes, except in class two, in which the teacher used the board to write some words related to the new vocabulary to be learned which was, “Country life, animals”.

Concerning the pertinence and appropriateness of the whiteboard, it can be said that probably the teacher should have taken advantage of this useful material and exploit it in other ways. For instance, the teacher could have drawn different pictures, or could have written some examples on the board so students could learn them in an easy way. That is why it can be considered that the board was neither pertinent nor appropriate for fulfilling students’ needs since the teacher scarcely used it to reinforce the topic of the class.

Word Cards

Word Cards were used in class two, whose topic was “Country Life, Animals”. To reinforce this topic, the teacher used the word cards to play a game with the students. Thus, the teacher used cardboard to write on them the names of the different animals in both English and Spanish. To develop this activity, the teacher grouped the students in fours. The aim of the game was to match the words in English with the correspondent word in Spanish. For example, they had the word “cow” and the word “vaca”, so they had to match both words. The group that first finished matching the pairs was the winner.

Students seemed to enjoy of this game; they were laughing all the time and trying to match the pairs in the shortest time possible. That is why this material can

be considered as appropriate because most of the students could match the pair of words without any difficulties. Beside, this material was appropriate to their age, understanding, and age, since they knew in advance the meaning of the words used for this game. The cardboard used by the teacher to elaborate this material was of excellent quality, so students could read the words without any problems.

In class three, students also played with word cards for them to reinforce the topic “Country life”. The game was similar to the one mentioned above. That is, the teacher made groups of four and were given two sets of words: one in English and one in Spanish; the words were related to objects that can be found in the country and in the city. The winner group was the one which finished first at trying to match the words in both languages.

Students liked this game, too. They were eager to participate and finish the activity as soon as possible, so this material was pertinent because it was related to the objective of the class, and also it was also appropriate because students knew exactly what they had to do since they know the vocabulary used in this game. The quality of the material was well done, and the teacher even used different marker colors for writing the words on the cardboard.

In class five, word cards were also used to reinforce the topic “It’s cold”, whose objectives were to describe weather. In this class, the teacher used the word cards to reinforce clothing vocabulary such as: scarf, sweater, sandals, and shorts. The game consisted on matching the words in both Spanish and English, so that students were able to work in groups and the first group to finish matching the words was the winner.

One more time, this game was pertinent because it was related to the topic and the objectives of the class. It was also appropriate, since students demonstrated not to have any problems at matching the words in both languages.

About the material used it is possible to say that it was of good material, and students were able to handle it without any trouble.

In class six, the topic to develop was “more about animals” and the objective was to identify animals and their habitats. To reinforce this topic, the teacher used word cards in the same way they were used before. Therefore, the teacher used cardboard to write the name of animals in both Spanish and English languages, and students had to play a game in groups and match both names.

As it was previously mention, this game turned to be motivating to students because they were able to learn without any trouble, and even they seemed to enjoy the game. That is way it can be said that the use of word cars was pertinent since they reinforce the topic of the class, and it was also appropriate to the level and age of students’ learning.

The material was also well elaborated, and the students did not have any problems at trying to work with them.

Noodles game

In class six, the teacher used ABC noodles so students could memorize the writing of words related to animals. Therefore, the teacher said a word in Spanish, for example “gato”, the students had to find the letters within the noodles and create the word “cat”. This game was played individually, but every single student was working in order to create the word the teacher asked them to do.

This game was interesting and motivating. Also, it was suitable to fulfill the objective which was to describe animals. Besides, this was pertinent because it was developed according to the students' age and level.

The material used was well elaborated since there were enough letters for every student to participate and it was interesting and motivating.

Song

A song was used in the class 2 which was "Country life, animals". This song was related to the animals, naming each one of them, and recreating the sounds every animal makes. Students seemed to like the song, especially when they heard the sound made by the animals.

However, it can be said that this material could have been used in a different way, since students only heard the song, but the teacher never made them sing, besides they did not have the lyrics of the song. That is why this material can be not considered as appropriate, since the objective of the class was to describe the importance of animals in the world. In other words, students were only receiving input with the song; however, they could never produce the language, which is the main objective of any EFL class. Yet, the material was appropriate because it was according to students' needs and understanding.

The quality of the material was optimal since the CD player and the CD were in good condition.

In class 8, whose topic was "Transportation", students were able to listen to a song related to this topic. This song included not only the vocabulary proposed for the class, but also whole sentences that students did not seem to understand. For instance, the song described a car which was on the road, but students could only understand the meaning of the word "car", but they had problems when they tried to

understand the rest of the sentence. Besides, they did not have the lyrics of the song, so it was impossible for them to sing.

Thus, this material was not pertinent to the class since this not fulfill the objective of learning about means of transportation. Also, this song was not appropriate to the level of students, because they did not have the vocabulary to understand the words expressed in the song. Perhaps it would have been advisable that the teacher use handouts including the lyrics of the song, and even pictures that showed what every means of transportation was doing while the song was playing. This way, it would have been more understandable to the students.

The quality of the material was acceptable, since the CD player had enough volume so everyone could hear the song well, and the CD was also optimal and the vocalization was clear enough.

Stories

In the fifth class, the teacher used a story to reinforce the topic “It’s cold”, whose objective was to describe weather. Therefore, the teacher read a story that explained the different clothes used in specific weather. She used names and expressions like “In winter, Juan wears pants, a scarf, and a warm sweater because it is very, very cold”. Students seemed not motivated while they were hearing their teacher; probably it occurred because students could not understand what the teacher was reading although she was reading the story very slowly. Since the teacher realized her students did not understand her, she decided to tell the story in Spanish.

Therefore, it can be considered that the material was not pertinent because although it was used to reinforce the topic of the class, students did not learn anything from this. Also, this material was not appropriate because students were not able to understand since they were not familiarized with the vocabulary used by

the teacher. Perhaps if students had seen in pictures the story while the teacher was narrating it, it would have been more motivating to follow their teacher.

The story used was taken by a book that the teacher sometimes used as extra material, but she did not give the students any copy of this material. The only thing she used was her voice, which was loud enough so everybody could hear her.

Video

In the 7th class, the students were able to see a video to reinforce the topic “At the circus”. The vocabulary of this topic had to do with the different shows presented in a circus and also the people who participated on it. For instance, some words included as new vocabulary were fat woman, acrobats, magician, and ringmaster. The teacher presented a cartoon in which a circus was taking place, and while the students were watching the video, the teacher was asking the students what activity each person was doing, since some people were jumping, and other people were dancing, and some others were clapping. Students were able to identify what the people were doing because they had previously revised the vocabulary of this unit, so when the teacher pointed out at an activity, the students said it aloud.

Therefore, it can be said that this material was pertinent since it reinforced a vocabulary learned before. This material was also appropriate to students’ needs, level and interests, because they seemed to like the presentation of a circus on a TV.

The material used was of excellent quality. It was presented on a big screen TV, and the video was clear enough so students could appreciate it without any problems.

Learning styles

According to the information collected during the observations, it is possible to state that the teacher of the fourth grade used varied activities to reinforce the different learning styles.

For instance the teacher adapted her teaching to the visual style, since she used flashcards, the board, charts, word cards, posters and letter noodles; with such materials students were able to observe and perceive through the sense of sight and consequently learn what the teacher was instructing.

The teacher also applied the auditory style although its use was not as high as the visual one. For instance, the teacher only used songs to reinforce the listening skill.

The teacher used both the visual and auditory styles when she applied audiovisual material; as well as the auditory style, this style was not fully applied because the teacher only used this in one class when students watched a video in their class.

In general it is possible to state that it is important that a teacher could combine all the different styles in their classes, because in this course, for instance, the teacher never used any supplementary material to reinforce the kinesthetic style, which is also necessary for the students since students tend to enjoy when they can participate actively in the class.

5th Grade/9 Years old

In fifth level the following material was used: flashcards, Power Point presentations, posters, word cards, whiteboard, letter noodles, dialogues, and videos.

Flashcards

In the first class, the topic was “Holidays”, and the objective was to talk about holidays. In this first class, the teacher showed some flashcards about activities that students can do during holidays. For instance, swimming, going to the beach, and horseback riding. Therefore, after the teacher showed the flashcards, they had to repeat after the teacher, and then by themselves.

This activity was pertinent because it was related to the topic and the objectives of the class. Besides, this material was appropriate because students liked to see and repeat every activity. Finally, they could also talk about their favorite activities they do on holidays.

The material was of excellent quality, and it is important to notice that this material was made on cardboard by the teacher.

Flashcards were also used in the ninth class. The theme of this class was “clothes” and its main objective was to describe traditional clothes.

The flashcards showed different traditional clothes from Ecuador, and they also included the name of each garment. Thus, the teacher showed them each flash card and they said them in English and they also had to translate it into Spanish.

Flashcards were pertinent in order to teach students about traditional clothes. Students seemed to be eager to learn with them. There was a lot of students’ participation and they repeated every word along with their teacher.

This material was also appropriate since it demonstrated to be according to students’ age and learning. Finally the material was made of cardboard and its quality was excellent since it was colorful.

Power Point Presentations

The only occasion in which the teacher used a power point presentation with the help of a projector was to introduce the topic “My school timetable”, whose objective was to identify school subjects. The slides showed several teachers who were teaching a particular subject, so students could identify each subject. Besides, each slide included the name of the subject at its bottom.

This material was pertinent because this called students’ attention, probably because it was the first time they used this type of material, as said by the teacher. They showed interest in learning because they looked at the slides and then repeated each one of the subject.

This PPT presentation was appropriate to students’ level and age since they were able to understand in a clear way what their teacher wanted to teach.

Finally, it is possible to say that the material used was of excellent quality, and students were able to see on a big screen all the subjects without any difficulties. Also, the pictures chose by the teacher were easy for them to understand.

Posters

A poster was used in only one opportunity by the teacher. It was class two, whose topic and objective were related to “description of past time activities”.

In the poster used by the teacher there were people doing several activities such as dancing, reading, playing computer games, reading, riding a bike, listening to music, and playing soccer. Below each activity, students could see how the word was written, and the teacher helped them with pronunciation.

This material was pertinent because students used the poster as a means to learn about past time activities, which was the objective of the class.

The poster seemed to be appropriate as well, because students showed interest and they were able to tell the teacher what their favorite activity was.

This material seemed to be of good quality, since it was well elaborated, the writing was big enough so students could read it, and also the pictures shown were clear and colorful.

Word cards

In class four, the topic was “Healthy living” and the main objective was to talk about the importance of the food. In order to reinforce this topic, students played a game using word cards. Therefore, the teacher used two sets of cards. In one set, she included the name of some food in English, and on other set, the same name of food, but in Spanish. The objective of this class was to match both Spanish and English words as soon as possible.

This activity was pertinent because students could practice what they learned; so it means that the use of this material was according to the topic and the objective of the class.

On the other hand, the teacher used this material appropriately because it was in relation to students’ age and learning level.

Finally, the material was made of cardboard and it was in good condition, so students could handle it with no problems.

In class seven, students had the topic “the numbers”, whose objective was to identify the numbers from 100 – 1000. To accomplish this goal, the teacher included a game in which students had to work in groups. Then they were given two set of cards. The first said had the figures of some numbers, and on the other, they had the number, but in written form.

Students seemed to like this game because they were eager to complete it as soon as possible, and most of the students were able to do this, so it was pertinent and according to the objective of the class.

On the other hand, this material was appropriate to their level. As they are children, they really enjoy when their teacher prepare any games for them.

To finish with this class, it is possible to say that the material was of good quality, and the students could use and handle it without any trouble.

In class nine, word cards were also used. Its topic was “the clothes” and the objective was to describe traditional clothes. Almost at the end of the class, the teacher used the word cards to reinforce the learning of garments. For this, students worked in groups of four and they had to match the name of the garment in English to the garment in Spanish.

One more time students liked this type of game, so they work collaboratively to fulfill it, demonstrating that the use of this material was pertinent to what they were learning.

This material was also appropriate to their age and learning because they always show excitement when learning through its use.

These word cars were also well done, and students could use them over and over without any inconvenience.

Board

This important supporting material was used in most of the classes. In class 1, whose theme was holidays, the teacher used the board in order to write the activities that students had to do during holidays. Students had to repeat after their teacher every word she wrote on the board.

This material as in most classes is pertinent because the teacher can write on it the new vocabulary as she did in this lesson. However, the only thing the teacher did using the board was this, and she did not use the board to draw or write sentences or activities for the students.

The information held on the board was appropriate for students' age and level, but students did not pay close attention when she was writing the words. Also, many students did not repeat the words she wrote.

The board seemed new and the markers used were of good quality. Also, the teacher wrote clearly so students could understand easily what she wrote.

In class three, the topic was "Healthy living". Its objective was to identify healthy and unhealthy food. The teacher used the board to write the new vocabulary and made students repeat the new words she wrote.

With this information it is possible to say that the material used was pertinent because it was according to the topic and objectives of the class since the vocabulary was related to the topic "health".

The board was also appropriate for this class because the information was clear, and students could understand easily, demonstrating that what the teacher wrote on the board was according to the students' level and age.

As in every class, the board could be considered as new, and the markers were also in good condition.

In class four, the topic was one more time "healthy living" and was a reinforcement of the class three. During this class, the teacher used the board in a different way from the previous class. In this class, the teacher wrote two columns – one with words in English and the other with words in Spanish.

However, this exercise was not fulfilled correctly since not all of the students could participate. Therefore, it can be said that the use of the board was not pertinent enough because it was only used for a short number of students.

The use of the board was not appropriate either for students' age because it was not entertaining enough. While one student went to the board, the rest of them were playing and chatting to each other.

As in every class, the board could be considered as new, and the markers were also in good condition.

In class sixth the board was used to reinforce the topic "my school timetable". During this class, the teacher wrote two columns of words on the board – one in Spanish and one in English, and students had to match the word in English with its correspondent translation in Spanish.

Students did not like this activity perhaps because they considered it as boring. It may have happened because subject words look similar in both languages. For example, the translation of the word 'mathematics' is 'matemática', and the translation of the word 'geography' is 'geografía'. Therefore it was very easy, so it was not challenging for them.

Consequently, the use of the board in this class was not appropriate for students' level. It was very easy for them; hence, the teacher must have used other activity instead of doing this on the board.

As in every class, the board could be considered as new, and the markers were also in good condition.

The topic of the seventh class in which the board was used was 'The numbers'. For this, the teacher used one column with figures, and other one with the

written number, and several students had to go to the front of the class and match the figure with its corresponding written number.

This game was pertinent although not all the students could participate, but the ones that went to the front of the class could do the exercise correctly.

This game was also appropriate because it was according to students level and students' needs.

As in the previous classes, the board could be considered as new, and the markers were also in good condition.

In class 8, whose topic was "actions", the objective was to watch a video which included some action verbs, and then develop certain exercises based on it. Therefore, after the video, the teacher wrote certain verbs used on the movie, and she asked the students if they knew what those verbs meant.

Although some students could actually say what a certain verb meant in Spanish, it was not an exercises directly related with the movie. While the children were watching the movie they were not told that they had to pay attention to any verbs, so they just watch it without a specific objective.

Therefore, it can be considered that the use of the board for this class was not pertinent or appropriate for students, because they did not know clearly what the objective of the class was; and also, most of them could not understand what the teacher was talking about.

As in the previous classes, the board could be considered as new, and the markers were also in good condition.

Noodles game

The teacher used the noodles game in class three. What the students were supposed to do was to form with the noodles the words that the teacher wrote about healthy living.

This game was appropriate for students because it was related to the objectives of the class, and also students seemed to be excited about learning with this method.

Also, this game was pertinent because it was according to the age and level of every student.

The material used was in good conditions, and all of them had enough noodles to form the words the teacher asked them to do.

Following the use of the noodles game, it was used in the class tenth whose topic was: "Celebration". In this class, the teacher wrote on the board two columns of vocabulary such as: Valentine's Day, Christmas, New York's Eve, Birthday, etc. On one column there were the words in English and on the other column the words in Spanish. The teacher said to the students that they had to form the words using the noodles on their desks in Spanish. Once they formed the words in Spanish, the teacher asked them to say the words aloud in Spanish, and then repeat them in English as well.

This material was pertinent for the topic and objective of the class since students reinforce the vocabulary learned which was related to celebrations, and they enjoyed this activity a lot because they felt motivated when they were searching for the letters to complete the words.

This material can be considered as appropriate for students' age as well as their learning level because students love to participate in games when they become a challenge for them.

The quality and quantity of material was perfect so students received as many noodles as they needed to complete the words the teacher assigned them.

Songs

A song was given in class ten, within the topic: "Celebration". In this class, the teacher had a CD with songs of Valentine's Day, Christmas, New Year's Eve, and Birthday. The students listened to this songs some times and after that, they sang, too.

The use of this material was pertinent it was closely connected to the topic and objective of the class since the lyrics included the vocabulary proposed by the teacher for this class.

This material was also appropriate because students were motivated because the music was nice for them, and they liked to sing.

Finally, it can be said that the material was of good quality, the audio was clear, and students did not have any trouble when listening to it.

Dialogues

Dialogues were used only in the class two to review the topic "Pastimes". It was very important because it permitted the students to speak about the activities that they like doing in their free time.

To accomplish this activity, the teacher held a short conversation with each of the students. Therefore, the teacher asked every one of them about the activities they liked and did not like doing in their free time.

This activity was pertinent to the topic of the class because students practiced what they were supposed to learn which was talking about free time activities.

The use of dialogues also was appropriate because the students could express the activities that they like doing. Therefore, this activity made the relation of the students with the teachers become closer since students were not nervous when they talked to the teacher.

Videos

In class five, a video was used to reinforce the topic “The environment” whose objective was to identify aspects of the environment. After the teacher used the board in order to teach some vocabulary relevant to the topic, the teacher showed a video in which people participated in conversations about the environment.

The material was pertinent to the class because it was used in order to help students identify some aspects of the environment.

However, this material was not appropriate for their learning age and level because were not able to understand most of what people said on the video. The teacher showed them the video twice; even so, they could not understand it. They felt confused and asked the teacher to translate what they were saying.

The quality of the video was excellent. The TV was big and the sound was clear enough so students could see it easily.

A video was only used in class eight, within the topic “Actions”. In this class, the teacher used the TV to show them a video about action verbs. The video showed some images of people doing activities like singing, running, and writing. Also below each image there was a sentence including such activities. For example, *Mary is singing*, and they were also able to listen to a person repeating this sentence.

This material was pertinent to the topic and objective of the class, since students could reinforce the learning of some actions

While they were watching the video, the students were very motivated and interested, so this material was also appropriate to their age and learning level helping them understand of then topic.

The video demonstrated the actions in a clear way and the audio was also good. Therefore its quality was excellent.

. Finally I can say that is very important that the teacher could frequently use this type of material for the classes because students enjoy it.

Learning styles

The teacher of the fifth grade used the visual style in her classes through the use of supplementary material like flashcards, power point presentations, posters, word cards, noodles and the whiteboard, which were beneficial for students who were able to learn through observing this material and then applying what they learned into other activities such as writing or speaking about them.

Besides, the teacher of this class reinforced the auditory style since she used songs and dialogues with students. However, each material was used only once by the teacher. That is why it is possible to say that this material is not enough for them to reinforce their understanding. Perhaps, the teacher should have used more input so students can learn through the listening skill.

Finally, both the auditory and visual styles were slightly reinforced through the use of videos, which is the material that the textbook provides. However, students were able to see a video once. Therefore, it is possible to say that maybe the teacher should have used this type of material more often, because students seemed to enjoy watching the video.

The rest of the styles, such as the kinesthetic one was not reinforced at all. That is, the teacher never did any activities in which students could move from their seats and actively participate.

In conclusion, although the teacher tried to reinforce all of the styles, the one in which supplementary materials were more used were in the visual one. Perhaps it is advisable that the teacher could try to include more supplementary material to reinforce the rest of learning styles.

6th (10 years old approx.) grade

In this level, the following materials were used: flashcards, posters, word cards, whiteboard, letter noodles, tales, bingo game, videos, and realia.

Flashcards

This material was used in the first class, to introduce the topic: “The Subjects”, whose the objective was to identify school subjects.

In this class, the teacher showed some flashcards to the students. The flashcards showed an image related to the subject and below it, the name of such subject was introduced. Some of the subjects included were Practical Options, Social Studies, English, Spanish, Science, Physical Education, Music, Art, and Mathematics. Therefore, the teacher showed each flash card, read it in English and automatically translated it into Spanish. Then he showed the flashcards again to the students without showing them the meaning of the subjects, so students could memorize them.

This material was pertinent to the objective of the class, because students could see and memorize the different subjects they have at school.

Moreover, this material was appropriate because they showed interest in learning about this topic.

Finally it can be said that this material was good and colorful, so it was motivating, because the students showed interest in the class and they wanted to keep speaking on the subjects.

The Flashcards were used again in the sixth class in the topic “Plants and grains”. The objective of this class was to identify plants and grains. The teacher showed different flashcards, which included drawings and the meaning in English some plants and grains.

The teacher showed each flash card, showing the students their meaning, and they students had to repeat after her. Later on, the teacher only showed the pictures with the drawing, and the students had to say the name of each product in English.

With the help of this material, students could memorize the different products, so this material can be considered to be pertinent.

Moreover, students were motivated to repeat the words, so the material was according to the age and level of the students.

Finally, it can be said that the material presented was very attractive and students paid close attention to it because the drawings were clear enough so they were able to understand each one of them.

Posters

A poster was used in the third class as supplementary material. The topic of this class was “The Earth”. The objective of the class was to identify the planets, the poster showed each one of the planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto.

While the teacher was showing the material to the students, he pointed out each one of the planets and repeated their names. Then students had also to repeat after him.

Students seemed to be eager to know how to say the planets in English, so they were motivated during this class, demonstrating that this material was pertinent to the objective of the class.

Also, it was appropriate to students' level and learning because they did not have any trouble at trying to learn the name of the planets.

This material was well elaborated, and it was also clear enough so students could see each planet without any difficulties.

Following with the use of the posters, they were used also in the class eight to reinforce the topic "Products of our Country"; the objective of this lesson was to identify the products of our country. In this class, the teacher presented a poster including information of some products of our country.

The activity using the poster consisted on showing the students some of the products grown in this country such as sugar cane, cocoa, coffee, potatoes, cotton, bananas, flowers, maize, medicinal herbs, and soybeans. Students were able to read and look at the drawings, and they were very motivated to learn in this class by repeating each one of these words.

This material was pertinent because it was related with the topic and objectives of the class. Also, it was appropriate to their age and level because they learned fast and in an easy way the products the teacher taught them.

On the other hand this material was well elaborated and the images shown were big and clear enough, which helped the students understand in a better way this topic. In conclusion, students were very motivated in this class.

Finally a poster was used one more time in the class ten to study the topic "The clothes", being the objective to identify different clothes worn in the different regions of our country.

This poster showed people of each region, such as coastal region, highlands region, and amazon region, wearing different clothes. Students looked at the different people wearing clothes of each region of Ecuador. Then the teacher point out at every garment worn by the people in the poster, and students had to repeat after him. Finally, the teacher only pointed out at the clothes, and students said the garment without the help of the teacher.

This activity matched the intension of the teacher to reinforce the vocabulary about the different clothes worn in our country. Therefore, this material was appropriate to the topic,

This material was also appropriate to the age and learning styles of the students since the teacher knew that one of the best ways in which her students learned was by using posters.

It is important to say that the since and the quality of the material was excellent, the posters called the students attention and was effective for them to learn the new vocabulary. Therefore, this material helped the students awake their interest and curiosity.

Word Cards

The only class in which the teacher used this material was the class seven to reinforce the topic “Science”. The objective of this class was: to identify birds, insects, and other animals.

In order to reinforce this topic, students played a game using word cards. Therefore, the teacher used two sets of cards. In one set, she included the name of some animals in English, and in other set, the same name of animals, but in Spanish. The objective of this activity was to match both Spanish and English words as soon as possible.

This activity was pertinent because students could practice what they learned; so it means that the use of this material was according the topic and the objective of the class.

This supporting material was used appropriately, as well because it was in relation to students' age and learning level.

The material was made of cardboard and was in good condition, so students could handle it with no problems.

Board

The board was used only in the class five, in the topic "Telling a story", being the objective to identify actions in a story. The teacher used the legend of Cantuña to reinforce this topic. First, the students looked at their books in which they had pictures that explained the activity Cantuña made to build San Francisco church. After that, they heard the story with the help of a CD player.

After these two activities, the teacher finally used the board to write the activities that Cantuña made for building the San Francisco church. Then the students had to repeat after their teacher every sentence she wrote on the board.

The use of the board was pertinent because it was connected with the topic studied during this lesson.

This material was also appropriate, because it was according to the students' age and level.

The quality of the board was optimal, and the markers were also in good condition.

Letter Noodles

In the 1st class, the teacher used ABC noodles to reinforce the topic "the subjects". In this opportunity, the teacher gave the students a considerable number of

noodles with all the letters of the alphabet, so the teacher wrote on the board the name of all the school subjects in English and then she asked them to create the words using the noodles on their desks.

With this activity, the students were able to practice and strengthen their learning about school subjects; that is why this material is considered as pertinent to the objectives of the lesson.

As in previous classes, children enjoyed this game since they were eager to form the words in the least time possible. Therefore, this material was appropriate for their learning level and age.

The teacher provided the students with the enough quantity of noodles, so every one of them were able to form the words they were supposed to complete. Consequently, the material was considered to be adequate for the students' use.

In the third class, students also used letter noodles as supplementary material for the topic "The Earth" whose objective was to identify the planets.

The aim of this game was to form words that the teacher previously wrote on the board. The vocabulary used was the name of the different planets of the solar system. Therefore, the teacher wrote down the name of these planets, and the students had to form the words but using noodles to fulfill this task. After every student finished the assignment, they had to repeat the name of each planet along with the teacher.

The use of noodles was pertinent to this class because its use reinforced the learning of the planets, which was the objective of this class. It was also appropriate because children enjoy when they are challenged, trying to finish this task as soon as they can.

This time, the teacher also had enough noodles for each child, so everyone could complete the words. Therefore, the quality of the material and especially the quantity was according to the students' needs.

The teacher of sixth level used letter noodles as well in class eight, whose topic and objective was to identify the products of our country.

As in the previous classes, this material was used in order the students to form the words of the vocabulary used for this lesson.

Every time that the teacher told the students they were going to use this type of material in the class, they started to jump, what meant that they really enjoyed this kind of games.

Students were given a great amount of noodles for them to form the words related to the products of our country. However, before they began creating the words, the teacher wrote such words on the board.

As in all the classes, this material was both pertinent and appropriate for the students. Since it matched the objectives of the class, and this activity was according to the students' level and knowledge.

This time, the students received the proper amount of noodles for them to complete the words without any problems.

Tales

The teacher used a story in class five with the topic "telling a story", which objective was to identify actions in a story.

In order to introduce the story, the teacher used a CD player to listen to the narration of The Legend of Cantuña.

However, this time it was very difficult for the students to understand a follow the story. It occurred because the teacher did not provide the students with

any vocabulary related to this topic. Therefore, while they were listening, they had to match the information they were listening to some pictures they had on the book in order to put the pictures in the correct order according to the development of the story.

The teacher played the CD twice, but the students could not complete the activity they were supposed to. When this happened, then the teacher decided to write the whole story on the board.

In this case, the use of the material was not pertinent because although it was related to the topic and objective of the class, the students were not able to reinforce it while they were listening to it.

Accordingly, the material was not appropriate enough, because it was not used in the correct way, and it was considered that the level of the students did not match to the development of this activity. Perhaps if the teacher had given the students some vocabulary or even the complete story in paper, the students might have been able to understand it in a better way.

The material use was of good quality; in other words, the students were able to perfectly hear the story although they did not understand what it meant.

Bingo (game)

In class nine, the teacher used the game Bingo to reinforce the topic “How we are different”, whose objective was to describe appearance. ‘

The game consisted on asking the students to draw in a table. In such table, the students had to write in every space an adjective related to appearance, for example, short, long, small, fat, and thin. In total, the students had to write nine adjectives. Then the teacher started to say an adjective, and if the student had that

adjective in his/her table, he/she had to cross it out. The winner was the student who crossed out all the adjectives first.

This material was excellent to reinforce the use of adjectives, because students demonstrated to be motivated and eager to win, so this material was pertinent to the topic and the objective of the class.

This game was also appropriate to the level. Since the students were children they enjoy playing games very much.

The teacher drew on the board the table first, and then the students followed the model and drew the exact table on their notebooks. The sample was clear enough so students did not have any problems at copying it on their notebooks.

Videos

The teacher used a video in the second class for the topic “shopping”. The objective of this class was to identify the use of how much.

In the video, several people were in markets and malls asking and answer questions about prices. For example, the buyer asked “how much are these pants” and the salesperson answered, “they are 21 dollars”.

Besides the images, the video also showed below the transcription of the conversations held between shoppers and sellers.

However, this video did not appear to be interesting to the children; moreover, the teacher did not do any extra activity previously or while the students were watching the video, so they did not know any vocabulary beforehand.

Then when the teacher asked the students questions related to the video, they were not able to understand. That is why this material was not considered as pertinent to reinforce the topic of this class.

Besides, it was demonstrated that the exposure of the video was not appropriate because students were not able to understand most of what they were listening to, what means that this video was not according to the students' level or age.

The quality of the material was excellent. Besides, every class has its own TV set, so they are able to watch videos whenever the teacher deemed fit.

A video was also used in the class 4 for the topic "The numbers", and its objective was to identify the numbers in hundreds and thousands".

The video consisted on showing the students some figures, and a voice repeated the number shown.

Students liked to watch this video, and some of them were able to repeat the numbers while they were watching this video. Therefore, this material was pertinent to the objective of the class.

This material was also appropriate because it was according to the students' age, and learning ability.

One more time, the video was of excellent quality, and students were able to appreciate the images and sound with no difficulty.

In class seven the topic was science, and its objective was to identify birds, insects, and other animals. In this class, the teacher presented a video which included pictures of animals, and the meaning of the word below it. There was also a voice which repeated the name of the animal being shown.

This activity was interesting to the students. They enjoyed watching the animals and learning their names. This is the reason why this material can be considered as pertinent and was used according to the topic of this class.

This material was also appropriate because the students seemed motivated to learn through the use of this video. This means that this video matched the students' age and learning level needs.

Finally, a video was also used in class nine "How we are different". The main objective of this class was to describe appearance.

In the video, the students could observe people with different appearance. For instance, the video showed a tall person, a fat person, a person with long hair, and a person with short hair. At the bottom of each image, there was a sentence explaining what the students were observing, and a voice repeated this sentence.

It was difficult to identify if students understood this lesson because the teacher did not ask any questions about it. However, after they watched the video, the students developed an activity which they successfully could carry out, what meant that they understood what they saw in the video. Hence, the material used was pertinent because students were able to understand and relate what they t

The video was also appropriate because it was according to the students' age and ability.

Finally, the video showed by the teacher was of excellent quality, and the students could see, read, and listen to it in an easy way.

Realia

In class six, the teacher used real object for the topic "Plants and grains", whose objective was to identify plants and grains.

To achieve the objective of the class, the teacher showed the students several grains and plants. For instance she showed the students some seeds of corn, lentil, peas, and beans. Also she showed the students some ornamental plants.

Students enjoyed seeing and touching every seed and plant the teacher gave them. They repeated the name of them along with the teacher as well as by themselves.

The material used was pertinent because it was used according to the objective of the class. It was also appropriate since students were able to see directly what the teacher was talking about, making the learning of the vocabulary more natural.

As the material was real, it was in excellent conditions so the students were able to appreciate it in an easy way.

Learning styles

The teacher of the sixth grade used supplementary material to reinforce the visual style through the use of flashcards, word cards, posters, and letter noodles. The teacher of this grade is the same of the fourth and fifth grade, as well. However, in this class she did not use the board as much as in the other two grades. This may have occurred because students of this level have different needs and styles of learning, and they get easily bored when the teacher uses the board. That may be the reason why the teacher in sixth level preferred to teach using other supplementary materials such as posters and flash cards.

On the other hand, to reinforce the auditory style, the teacher used a tale and a bingo game. However, the tale was a supplementary material which was not considered as pertinent or appropriate, because students could not understand most of what they were hearing. On the contrary, the bingo game was excellent to keep students' attention. They were able to understand what the teacher was saying and it was a good activity to learn through the practice of the listening skill.

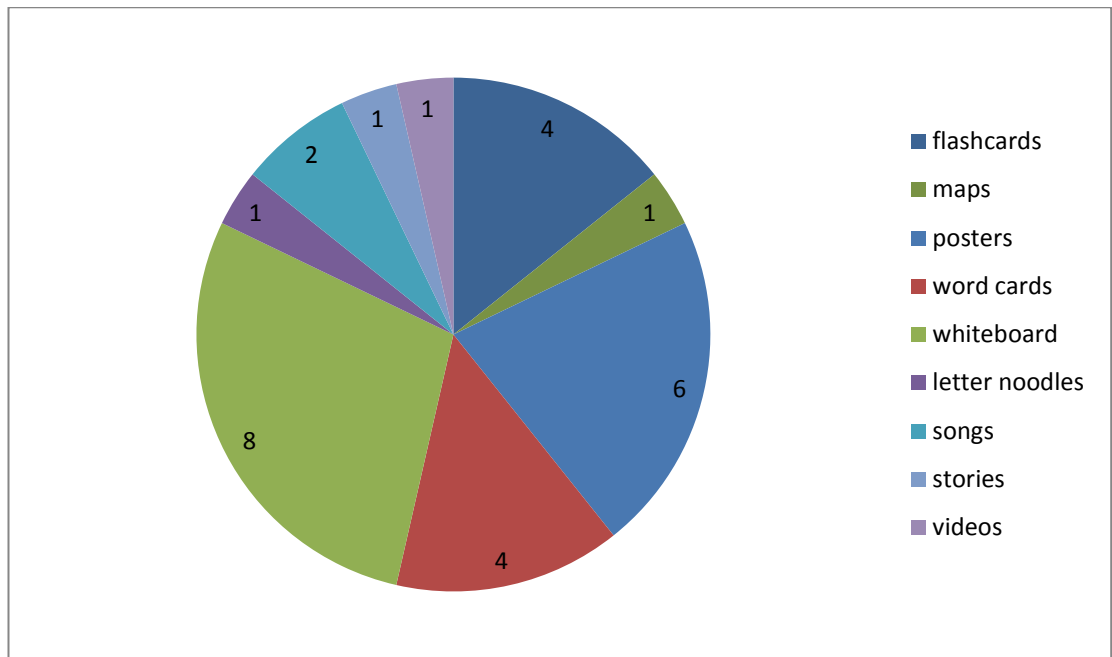
In this class, the teacher used audio visual material in several opportunities. The videos were a good source so students could both reinforce their visual and auditory style. Therefore, perhaps the teacher tended to use more of this material so they were able to perceive and learn the information provided.

As in the other classes, the teacher never used supplementary materials to reinforce the kinesthetic style.

Quantitative Analysis

According to the information collected from the observations of the three levels – fourth grade, fifth grade, and sixth grade, it is possible to state the types of supplementary material used in this courses. These material were divided in three different styles. The first one was the visual, and the materials used were flashcards, power point presentations, maps, posters, word cards, whiteboard, and letter noodles. On the other hand, the supporting materials to reinforce the auditory style were songs, dialogues, stories, tales, and games. For the audiovisual variable, the teacher used videos. Finally the teacher used realia once; and this occurred when she brought seeds and plants to the class.

Graph 1 Frequency of use of supplementary material in 4th Grade (8 years old approximately)



In fourth grade, as graph 1 shows, the material which was more frequently used was the whiteboard; in fact, the teacher used this material eight times during the ten observation classes. In the teacher's point of view, she also commented that one

of the supporting materials that she frequently used was the board. She said that she used it because it helped her for a better understanding of the students.

Posters were used in six of the ten classes observed. It was possible to observe that the teacher used this material because it was included in the series of the class books, so she had the facility of using them as many times as she needed, and of course, she took advantage of this situation.

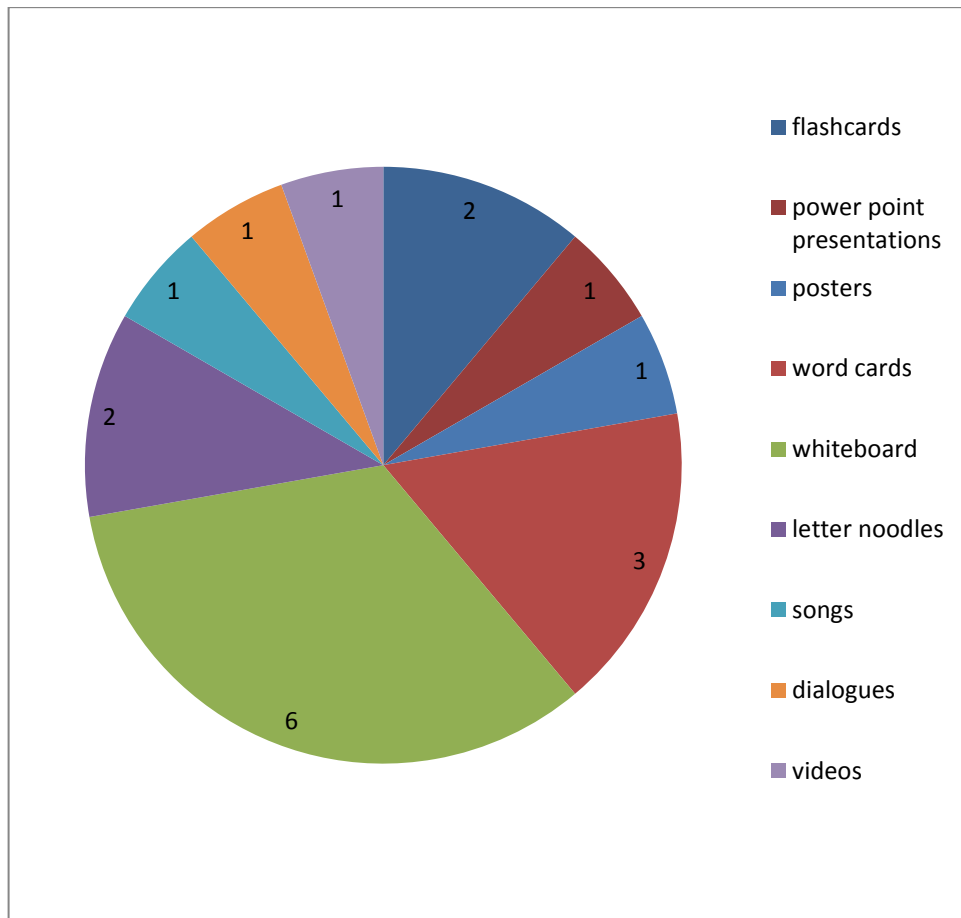
Flashcards and word cards were used four times each. The teacher generally used the flashcards to teach them new vocabulary; and, on the other hand, she used word cards to reinforce what they had already learned.

Songs were used twice during the period of observation. They were helpful to reinforce the listening skill, and also to reinforce what they learned in advance.

A map and a game using letter noodles, a story, and a video were all used once. The map was used to describe aspects of a town and a city, and the teacher did not use this material in other opportunities because the objectives of the rest of the classes did not match with the use of maps. Conversely, the teacher used a game called letter noodles in one opportunity to reinforce the vocabulary learned.

The teacher had also the opportunity to use a story once to reinforce the listening skill, as well as used a video to reinforce both the auditory and visual styles.

Graph 2 Frequency of use of supplementary material in 5th Grade (9 years old approximately)

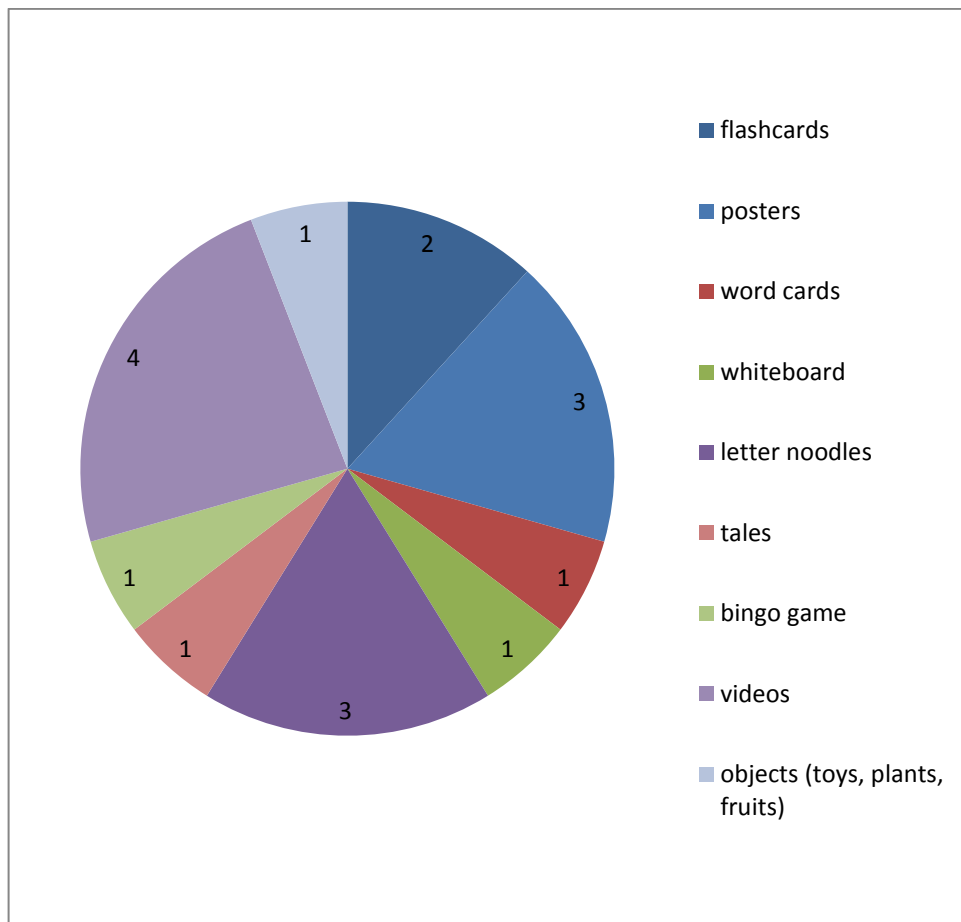


In the fifth level, on the other hand, the supporting material that the teacher used most was the board, as observed in graph 2. In the survey the teacher pointed out that the teacher used the board because she feels that with its use, the students understand better the class. That is why the teacher used the board six times during the ten observations.

In second place, the teacher used word cards in three opportunities during the ten observations. The teacher states that she uses word cards because students can practice the vocabulary they already learned through this game. Also she said that she perceived that students like to use word cards because she noticed every time students used them.

The teacher of the fifth level used in two opportunities flashcards and letter noodles. Finally, the teacher used other supporting materials once. These materials are a song, a dialogue, a poster, a power point presentation, and a video. Perhaps the teacher did not use these types of materials more often because she noticed she did not have enough time to develop such activities in the class.

Graph 3 Frequency of use of supplementary material in 6th Grade (10 years old approximately)



In sixth level, as it can be observed in graph 3, the supporting material that the teacher used most was videos. The teacher said that she preferred to use video in this class rather than the board as in the other course because she considered that by

using video students feels more motivated. That is why she used the video four times during the ten observations.

On the other hand, the teacher used posters three times out of the ten observations. It occurred because she also thought that students pay close attention to the posters, and she felt that it was a good resource for students to learn new vocabulary.

The teacher also used letter noodles three times. She said that students loved games and that is the reason why when she was time, she tries to use this game with the students.

As well as the posters, the teacher considered that the use of flash cards is good input to learn new vocabulary. That is why when she did not use posters to introduce a topic, she preferred to use flashcards.

The teacher used in one opportunity a game with word cards, the whiteboard, a tale, a video game and realia. The teacher considered that the students from the sixth level tended to get bored when she often repeated activities. That is why she always tried to look for different activities every day, so students could not feel motivated.

Conclusions

After having finished this research, it is necessary to arrive to the following conclusions:

- In Sayausí town, in the elementary school researched, most of the materials used by the teacher in the three grades were pertinent; that is, the teacher took into account the topic and objectives of the class to use the correct material in the classes. Those materials attracted and maintained the students' attention during the learning process.
- The majority of the supplementary materials (maps, posters, songs, letter noodles, stories, and videos) used in the three courses were appropriate. Most of the activities were related to the students' level and understanding.
- In general, the quality, size, and colorfulness of the visual aids and the realia worked together in the development of the class activities in a meaningful way.
- Students enjoyed every time the teacher used supplementary material. In fact, students liked when the teacher used games in the class. These activities contributed to the effectiveness of instruction.
- In all of the classes, the teacher used materials to reinforce more the visual learning style than the other styles. Those materials motivated class participation and production of the English language.

- The board was the most used supplementary material in the three grades observed. Posters and flashcards were also used often as supplementary materials in the foreign language classroom.

Recommendations

After looking at all the information obtained, it is important to suggest the following:

- Teachers should use didactic materials when teaching children a foreign language. Otherwise, children of all ages can become bored since the class changes to be monotonous.
- The supplementary materials should be specific to the theme and the activities of the class. Therefore, teachers ought to take into their use when planning their classes in order to carry out the proposed goals and objectives.
- It is important to be creative. It is advisable that teachers can create their own materials according to the students' needs, ages, levels and the environment in which the class is taking place. In addition, the supplementary materials selected by the teacher should be of high quality taking into account pertinence and appropriateness.

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ANNEXES

Annex # 1

Quantitative Tabulation

Chart one: Type of supplementary material used to teach children

Variable	Indicators	Yes	No
Visual	Flashcards		
	power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	word cards		
	white/black board		
	letter noodles		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
	Bingo (game)		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	objects (toys, plants, fruits)		
Online	Websites		

Author: Gloria Alvarez Guerrero

Source: 4th (8 years old approx.) 5th. (9 years old approx.) 6th. (10 years old approx.)

Annex # 2

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

Variable	Indicators	1st. Class		2nd. Class		3rd. Class		4th. Class		5th. Class		6th. Class		7th. Class		8th. Class		9th. Class		10th. Class		
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	
Visual	flash cards																					
	power Point presentations																					
	Maps																					
	pictures																					
	charts																					
	handouts																					
	posters																					
	word cards																					
	White/black Board																					
	letter noodles																					
Audio	Songs																					
	dialogues																					
	stories																					
	Tales																					
Audiovisual	videos																					
	movies																					
	documentaries																					
Realia	objects (toys, plants, fruits)																					
Online	websites																					

Author: Gloria Alvarez Guerrero

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

Annex # 3

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

Variable	1st. Class		2nd. Class		3rd. Class		4th. Class		5th. Class		6th. Class		7th. Class		8th. Class		9th. Class		10th. Class	
	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Indicators																			
	flash cards																			
	power Point presentations																			
	Maps																			
	pictures																			
	Charts																			
	handouts																			
	posters																			
	word cards																			
	White/black Board																			
	letter noodles																			
Audio	Songs																			
	dialogues																			
	Stories																			
	Tales																			
Audiovisual	Videos																			
	movies																			
	documentaries																			
Realia	objects (toys, plants, fruits)																			
Online	websites																			

Author: Gloria Alvarez Guerrero

Source: 5th. (9 years old approx.) grade

Annex # 4

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

Variable	Indicators	1st. Class		2nd. Class		3rd. Class		4th. Class		5th. Class		6th. Class		7th. Class		8th. Class		9th. Class		10th. Class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards																				
	power Point presentations																				
	maps																				
	pictures																				
	charts																				
	handouts																				
	posters																				
	word cards																				
	White/black board																				
	letter noodles																				
Audio	songs																				
	dialogues																				
	stories																				
	Tales																				
	bingo game																				
Audiovisual	Videos																				
	Movies																				
	documentaries																				
Realia	objects (toys, plants, fruits)																				
Online	websites																				

Author: Gloria Alvarez Guerrero

Source: 6th. (10 years old approx.) grade

Annex # 5

Quantitative results

Chart five: Frequency of use of supplementary

Variable	Indicators	4th. Grade (8 years old approx.)	5th. Grade (9 years old approx.)	6th. Grade (10 years old approx.)	TOTAL	
		F	f	f	f	%
Visual	flashcards					
	power point presentations					
	Maps					
	pictures					
	Charts					
	handouts					
	posters					
	word cards					
	whiteboard					
	letter noodles					
Audio	Songs					
	dialogues					
	stories					
	Tales					
	bingo game					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	objects (toys, plants, fruits)					
Online	Websites					

Author: Gloria Alvarez Guerrero

Source: 4th (8 years old approx.) 5th. (9 years old approx.) 6th. (10 years old approx.)



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AUTOR/ ES:

Alvarez Guerrero, Gloria Felicidad

REVISORES:

Arias Córdova, María Olivia

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RESUMEN:

The topic of this research is "The use of Supplementary materials for Teaching Children in EFL Classes". It was developed with the purpose of analyzing if elementary school teachers used supplementary materials in their EFL classrooms, and if they did, how pertinent, appropriate and qualified they are.

To develop this research, the qualitative and quantitative methods were used. For the qualitative analysis, it was taken into consideration if the material was pertinent, appropriate and qualified for that particular class. For the quantitative analysis it was considered the frequency of the material used in each class.

This research work was carried out in a public elementary school in Sayausí town in Cuenca Canton. For this investigation, the 4th, 5th, and 6th grades were selected as samples.

As a conclusion, it is possible to say that the teacher generally used supplementary materials in her class in a pertinent and appropriate way, but there was not a balanced between their use because the teacher opted to use the board more than other supplementary materials.

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CONTACTO CON AUTOR/ES:

Teléfono: : 088842372

E-mail: E-mail:gloriaalvarezg@hotmail.com

**CONTACTO EN LA
INSTITUCIÓN:**

Nombre: Dr. Roberto Beltrán

Teléfono: 2570275-ext. 2211

E-mail: gkrios@utpl.edu.ec

Quito: Av. Whymper E7-37 y Alpallana, edificio Delfos, teléfonos (593-2) 2505660/ 1; y en la Av. 9 de octubre 624 y Carrión,

edificio Prometeo, teléfonos 2569898/ 9. Fax: (593 2) 250-905