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The use of supplementary materials for teaching
children in EFL classes

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CERTIFICATION

Dra. María Arias

Certifies that:

This research study has been thoroughly revised by the graduation committee.

Therefore, authorizes the presentation of this thesis, which complies with all of the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, January 15th, 2012

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Dra. María Arias

Thesis advisor

CONTRATO DE CESIÓN DE DERECHOS DE TESIS DE GRADO

“Yo, Gina Lorena Loor Moreira declaro ser autora del presente trabajo y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos acciones legales. Adicionalmente declaro conocer y aceptar la disposición del Art. 67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: “formar parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o que el apoyo financiero, académico o institucional (operativo) de la Universidad”.

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Autora

AUTHORSHIP

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

January 15th, 2012

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Gina Lorena Loor Moreira.

Author

DEDICATION

“Everything happens under a divine plan”

To God who allowed me to reach my goal, to my parents Elias and Estrella who are an example of integrity to guide me in my life, to my husband Luis and to my children Luis Elias and Joel who shared with me their patience, understanding and love during the time of my studies and research.

Gina Lorena

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Gina Lorena

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ABSTRACT

The theme of this research work is “The use of supplementary materials for teaching children in EFL classes” and its purpose is to describe the use and effect of supporting materials used for teaching children in EFL classes. The project was developed with children in 4th, 5th, and 6th grades at a Private Elementary School in the city of Bahía de Caráquez.

The theoretical framework was elaborated with the help of bibliographical material. The instruments used were: data collection formats, direct observation forms, tables, and students’ survey. Visual, audio, audiovisual, realia and online variables were analyzed and compared. The methods that were applied in this research are the Qualitative and Quantitative. A comparison among variable was done. The results show that the white board was the supplementary material most often used in EFL classes. Different conclusions and recommendations were drawn from the information. This research demonstrated that supplementary materials were not only important in teaching of a foreign language but also these are essential and vital for the student to achieve the goal of learning English as a foreign language.

INTRODUCTION

This study intends to determine and analyze the types of supporting materials used for teaching children in EFL classes. This thesis sets out to prove that supplementary materials can lead to second language acquisition.

In order to integrate supplementary materials in an EFL class properly, the investigation of supplementary materials is necessary. The research presented here will investigate and explore the use of supplementary materials in the classrooms with the aim of explaining the reasons if supplementary materials are being used correctly or at all.

One of the most important reasons for this investigation is that many feel that teachers are either not using materials appropriately or not using them at all. This involves how supplementary materials are used and how pertinent, appropriate and qualified those materials are.

What are the objects of this investigation? First it will determine and analyze the type of supporting materials used for teaching children in EFL classes. Second it will identify and analyze supporting materials used for teaching children in EFL classes. Third it will describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality. Finally it will determine the frequency and variety of the supplementary material used in the observed classes. The importance of the use supplementary materials, according to our experiences, makes classes more interesting and motivating. However, choosing the correct materials for each class and using it adequately is definitely the most important aspect for a successful class.

In this investigation it was necessary to reinforce this research about supplementary materials using these previous studies.

According to studies by Kelsen (2009), YouTube served as an authentic supplementary material in the learning of a foreign language. YouTube's input was used as a stimulant and motivational tool with EFL students in Taiwan.

However, there were several limitations with the study. For example the questionnaires were only written in English, which was an obstacle for the new students. The impact of this and further limitations are examined in more detail.

Meanwhile, Adeosun (2008) recommends that teachers should de-emphasize the use of realia in the teaching of comprehension in Junior Secondary School. Indeed the study found that when teaching comprehension passage it is not always possible to present realia for all the materials and situations referred to in the passage. Thus this thesis will endeavor to investigate the proper use of realia and how it compares to other teaching methods.

Another important study for this thesis was conducted by Martinez, Sánchez, and Mayoral (2009). It concluded that children that receive stimulation with materials designed under the precepts of the multiple intelligence (MI) develop the linguistic abilities planned with greater facility. Moreover a greater effectiveness exists upon employing them and the learning is long-term.

With any project certain limitations must be faced, as happened in this case, but even those limitations or misfortunes contribute to the experience of learning which can contribute to the enrichment of the process. Some of the limitations were: the duration was originally planned for processing 10 sessions but due to misfortunes was trimmed to six. The school calendar was cut short by the apparition of the virus AH1N1, and this also caused a cut in the production of teaching material. Another of

the limitations was the fact that the school follow a calendar of special events such as, social events, civic ceremonies, cultural or recreational events that cause the suspension of classes and therefore hinder the development of the activities planned in the timetable of daily routines.

The results from this study will in fact benefit not only students but also teachers. Moreover through it, the investigator will awake and inspire the teachers' interest in the use of supplementary material in their classes. In turn, this will result in a more motivating and interesting class, as a well as improving the educational system.

As the investigator I encountered some limitations which hindered a small part of my investigation. Class was interrupted due to extra curriculum activities on four of thirty class observation occasions. Also on one occasion a replacement teacher who wasn't properly prepared for the class wouldn't allow the complete observation of that class. Because of this last hindrance an extra class observation was needed to complete the result.

Finally, it is important to identify that use of supplementary materials in the English classroom because they have implications that go beyond this thesis. Supporting materials are an important factor in the success of the teacher's ability to teach and the student goal of learning English as a second language.

METHOD

This study is intended to analyze the use of supplementary materials for teaching children in EFL classes. The general approach of this study is Qualitative and Quantitative Method. The collected data was explored, analyzed and described.

Setting and participants

The first step that I followed was the field research. In order to do this, I analyzed three grades at a private School in the city of Bahía de Caráquez: 4th, 5th, and 6th.

Besides, an interview was prepared. It was presented to six students, two students for each class that was observed. Also two English teachers were interviewed to obtain their personal opinions and experience with the use of supplementary material.

Procedures

The theoretical framework was elaborated with the help of bibliographical material about the topic being studied. The techniques I used for this investigation work were: reading, note-taking, surveys to obtain the data through interviews. The instruments used were: data collection formats, direct observation forms, tables, and students' survey. I gathered all the written information found in Educational books, didactic guides and on the Internet.

Visual, audio, audiovisual, realia and online variables were analyzed and compared. Each variable had some indicators allowing a variety of 18 materials, but not all of them were used during the duration of observation. Whiteboards, songs pictures and dialogues from CDs were the only elements used. The qualitative analysis described how the materials were used, if these were related to the objective

of the class, if the use of the materials were according to age and level of students, whether they were elaborated and applied with creativity and originality to motivate students, and how I considered the quality of use of the material.

In the qualitative analysis I described the frequency and percentage the use of supplementary material. I also analyzed the charts. Each segment of the pie charts represents a variable and shows how they relate with each other. This analysis allowed me to express my opinion, according to the scientific fundamentals included in the theoretical background.

A comparison among the supplementary materials that were used, took into account the learning style, in order to see if one of them were more useful for the purpose of using that element to teach the variables proposed.

Finally, different conclusions were drawn from the information that was gathered which helped to prepare and improve useful schemes to show other English Teachers the applicability of the use of supplementary material in EFL classes.

DISCUSSION

Literature Review

Present day results from studies conducted in various educational institutions show that supplementary materials introduced into classroom activities help ease decision making and allows teachers to give better classes with more variety. As a result it produces a higher yield of proficient students. It is important to recognize that the need and support of supplementary materials is bilateral involving teacher and student. Supplementary materials are used in a wide array of teaching, not just foreign languages.

The decision to use supplementary materials in class must be used accurately and remain on the class topic. Supplementary material is needed to improve learning and influence learners. Learners' skills of learning and view of thinking are influenced greatly by supplementary materials. This allows learners to learn through the use of audio, realia, and other source: magazines, real life examples, and interaction.

Teaching a Foreign Language

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

According to Saville-Troike (2006, p.4) "a foreign language is one not widely used in the learner's immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as curricular requirement or elective in school, but not immediate or necessary practical application." This definition of a foreign language is by no means universal, there are

several more. However, for the purpose of this thesis, Saville-Troike's definition acts as a useful guide.

Other academics have examined how EFL is changing in recent years. For example, Lile (2002, p.8) argued that new cadres of professionals, EFL teachers, have been produced by educational institutions during recent years due to the increased learning and teaching of English throughout the world. This reflects growing investment in EFL and more interest in academic studies – such as this thesis – of the sector.

Indeed Blaz (1998, p.9) also notices changing trends in the academic study of linguistics. “Socio-linguistic research in the past few years has made educators more conscious of language functions and therefore has clarified one level of language teaching goals with greater precision.” It is also considered useful to learn a foreign language for integrative purposes which identifies with a speech community. The purpose of this is to try to understand the attitudes and the world view of that community.

The teacher's role is essential in provoking interest and involvement in the subject. Teachers today are required to develop vital information so the student can achieve the goal of using a foreign language correctly.

Learners

Lile (2002) states that primary schooling is extremely essential and lets children develop and cultivate their knowledge of a second language. Children at a young age are naturally enthusiastic about learning and thus facilitating the required linguistic ability needed, so their first experiences should be enjoyable. On the other hand, secondary schooling is quite different due to fact that the subject material is

highly specialized making learning a new language more difficult, especially if the student has gone without learning English through the initial stages.

Children have a language with all the basic elements in place. Scott and Ytreberg (1990, p.5) argued “that children are competent users of their mother tongue and in this connection they are aware of the main rules of syntax in their own language. “ By the age of ten children can understand abstracts, understand symbols, generalize and systematize”. According to the aforementioned author, making an early start during this age may benefit younger learners. On the other hand, it is quite difficult to teach adolescent learners something as basic as a new language especially if the adolescent learner has gone through the initial and primary school years without learning English. For the most part learning differences that the students have should be taken into account. For example differences in intelligence, socioeconomic status (SES), background, and gender, all influence learning and can affect the study of the best teaching methods.

SES status can strongly influence the learner’s attitudes, values, life experience and learning success. SES includes learner’s income, profession and level of education. Family background helps to determine the attitudes, values, customs and behavior patterns. Overall gender differences in aptitude or intelligence are minor.

Méndez and Sercu (2005, p.50) state that “the learner populations differ according to various parameters: whether the learners are beginner, intermediate or advanced; whether they are young children, adolescent or adult; their objectives in learning the language; whether their environment outside the classroom is the target language or mother tongue”.

The key to all the learning process is motivation. Psychologists distinguish between two forms of motivation, intrinsic and extrinsic. Lile (2002) says “that the main idea of motivation is to capture the learner’s attention. Intrinsic motivation is motivation from within the student. An intrinsically motivated student studies because he or she wants to study”. According to Lumsden (1994) an extrinsically motivated student studies and learns for other reasons. Such a student performs in order to receive a reward, like graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like a failing grade argued

Oxford and Shearin (1994) evaluate 12 motivational theories or models, as well as those from socio-psychology, cognitive development, and socio-cultural psychology. The conclusion was made that identified six factors that impact motivation in language learning. In their opinion, Attitudes are the sentiments toward the learning community and the target language. Beliefs about Self are the expectancies about one's attitudes to succeed, self-efficacy, and anxiety. Goal is perceived clarity and relevance of learning goals as reasons for learning. In contrast, involvement is the extent to which the learner actively and consciously participates in the language learning process.

Oxford and Shearin stated that, they consider that teachers are able to compel the students to learn the language and maintain students’ interest in language learning if they can provide activities that are interrelated between in-class and out-of class language activities, communicative (game type) integrative, short/small activities form larger activities, pleasant, safe and non-threatening, enthusiastic, group-based, meaningful or relevant, and challenging. These activities help encourage, self-confidence, experiences of success, learning satisfaction, good

relationships among learners and between teacher and students. If a student is motivated adequately the student can accomplish learning of any scale.

Learning styles

Spratt, et al. (cited by Gómez, 2008 p.18) argued that learning styles can be defined as “the ways in which a learner naturally prefers to take in, process and remember information and skill. Our learning styles influences how we like to learn and how we learn best”. Then, it is important that students identify their styles because if they are aware about their learning preferences, success will be almost sure.

Learning styles can be classified in six ways. A visual learning style involves seeing. An auditory learning style involves hearing. A kinesthetic involves the use of the body. A group learning style involves working with others. An individual learning style involves working alone. A reflective learning style involves considering choices. Impulsive learning style involves an immediate respond.

It is important to remember that students may use more than one learning style, which in time may vary. In addition, students can work on those styles identified as weak, and develop them.

When planning the course, teachers should recognize and take into account their students learning styles to help them take hold of the concepts taught.

Spratt, et al. says that “besides learning styles, learning strategies may be another variable that affect the students’ language acquisition”.

Teaching techniques

Dhand (2008) states that a teaching technique can be thought of as an activity

which affects the learner's encoding process, that is, how the learner will process the desired information, concept, generalization and/or skills.

A combination of face-to-face teaching and online interactions is called Blended learning. It is similarly known as CALL or computer-assisted language learning, achieved through a virtual learning environment (VLE).

The first provides pre-designed structures and tools, while the final supports course-building by the language school. Existing courses can be blended by teachers with games, activities, listening exercises, and grammar reference units contained online. This helps reinforce classroom, self-study or remote practice such as in a Cyber Café.

In Dhand's opinion, a successful learning experience not only depends on careful planning, selecting of techniques, strategies and overall method, but also on selecting appropriate instructional material.

On the other hand Gardner (as cited by Beare, 2011) demonstrates that Modern teaching techniques that take advantage of multiple intelligences such as visual / spatial, body / kinesthetic and musical exercises to involve all areas of the brain in effective English teaching in the ESL EFL classroom.

Different contexts for teaching

Preston and Tech, (2003) claim that a consideration of our teaching contexts—those components that may change over time, such as our students, institutional mandates, disciplinary emphases, and departmental initiatives—can help maximize the effect of our course content in a given teaching situation. By evaluating the components of our teaching contexts, we can adapt our roles as necessary and

enhance our course designs to make them even more responsive to changing needs, satisfying for students and faculty, and effective in terms of the learning they foster.

The students are the most obvious and most important part of our continuing changing teaching context. Our attention to changing trends can help us to fulfill student demands.

Students will characteristically be intrigued when they come to class at the beginning of the semester. Instead of capitalizing on that attentiveness the student brings to class, teachers often start with basic lessons, which in turn make the student lose interest. The goal at the end is to get the foundation completed and enter topics that are more stimulating.

During the semester when the students' enthusiasm is low, it is a good idea to plan for course time conducted by students during which time the students are working in teams or giving presentations. This experience will bring the excitement of teaching. Furthermore students will benefit from the intellectual stimulation of a varied course routine.

Success depends upon a course design that responds to the teaching context and makes room for students to share control and contribution. While meeting multiple needs and expectations, both teachers and student can benefit from each other's strengths. This in turn will contribute to the successful of a teacher and student partnership during the learning process.

Supplementary Material

Spratt, et al. (as cited by Gómez, 2008, p.27) says that supplementary materials can be defined as "books and other materials used in addition to the course book". It is important to consider that both the selection and the use of

supplementary material may affect the effectiveness of the teaching and learning process.

There has been a movement which began at the end of 1970s stating that learners rather than teachers should be the center of language learning. Indeed curriculum, materials, teaching methods, and evaluations should all be designed for learners and their needs. The teacher's role and responsibility is to help students learn by correctly choosing supplementary material that follow the needs of the learner. Some suggested materials include textbooks, video and audio tapes, computer software, and visual aids. Technology should also include such examples like slides, video and audio tape recorders, video cameras and computers.

More than ever, there are many reasons for the use of visual supplementary material in teaching EFL students. Visual is the use of a picture, flashcard, realia, or other presentation that appeals to the sense of sight, used in promotion, illustration or narration. Visuals are instructional aides which increase the effectiveness of the teaching because it clarifies the meaning instantly. Cone (1998) argues that visuals often convey a great deal of cultural information which might be difficult to put into words. Visuals enhance the effectiveness of teaching/learning by increasing motivation.

Audio supplementary material can be significantly helpful in stimulating, motivating and capturing the learner's attention during the learning process. Models and devices that can be heard and give an image are considered effective and interesting in helping the teaching methods, technique and materials.

Adam, Stan, Moanga, Oroian, Mihai and Ciubancan (2010, p.434) state that audio-video materials are an extremely important aspect in teaching foreign languages. On the one hand, the learners will acquire a natural pronunciation and will

greatly improve their listening skill. Furthermore the impact of the visual element especially when combined with the sound, is very powerful and will enable learners to retain and remember the information presented easily.

Audio-video materials used in teaching a foreign language have a top priority. It should work well to introduce, clarify or practice the target structure. Also, the size and display-ability have to be considered in order not to be a hindrance.

Realia is frequently used in teaching a foreign language and helps the learner develop functional knowledge of the target language by using the learner's senses to join words with meanings. Real-life objects that are used in the classroom to facilitate language learning strengthen knowledge by physically connecting it for the learner.

The Internet is a wonderful and rich source of information for teaching a foreign language. Also it provides teachers, researchers and students with countless opportunities to research and exchange information. Online information offers current events, up-to-date-information and interactive learning. Based on this argument, the Internet plays an important role in creating innovative language learning classroom.

Many studies have asserted that supplementary material have a positive effect and influence on the learning environment in foreign language classrooms.

According to studies provided by Kelsen (2009), YouTube served as an authentic supplementary material in the learning of a foreign language. YouTube's input was used as stimulant and motivational tool with EFL students in Taiwan.

The students also took part in a number of activities, including: completing various cloze test worksheets, split viewing, watch and tell the story, and viewing to answer specific questions and spark discussions.

The YouTube videos included clips related to topics selected from the textbook, vocabulary covered in the textbook names of people or places in the textbook, current events, and music videos.

The author suggests that both teachers and students can be involved in creative ways to incorporate YouTube in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment. Also this website can serve as a medium to study English and to motivate the students. While teacher guidance is recommended, it is important to allow students freedom to explore on their own and take the first steps toward a journey of learning English through YouTube.

Regarding future research, it is recommended that studies using a larger sample size and students from various departments be conducted. Furthermore, studies making comparisons between courses with and without YouTube used as a supplementary material could help to assess the impact of such technology on students' language proficiency and aid educators developing EFL teaching strategies.

Also some limitations identified by the author deals with the fact that the questionnaires were only written in English, the self-reported nature of the survey may have led to students overstating their answers as the course teacher administered the questionnaires, the relatively small sample size. Finally, the fact that all of the participants came from the same department means that the results cannot be extrapolated to the general student population.

Another study, which further shows the need of additional supplementary materials, provided by Shu-Mei, Jonas, Tsai and Chuang (2010) suggested that in order to expand students' learning capacity, more and diverse materials should be used to supplement the existing textbooks in the listening and speaking course. This was done by randomly choosing four Taiwanese college EFL learners sophomore listening and speaking classes from non-English major classes. They were students majoring in Childcare (CC), Environmental Engineering (EE), Nursing (NR) and Computer Technology (CT). The former two classes served as experimental groups (EG) while the latter served as control groups (CG). Childcare was taught by a local Taiwanese instructor and Environmental Engineering by a foreign instructor from an English speaking country.

The study was used to analyze the data collected via three instruments: (1) pre and post Chinese versions of Oxford's Strategy Inventory for Language Learning (Yang, 1992), (2) pre and posttests from both groups, and (3) quizzes from EG.

T-test.

A standard syllabus was used for the Listening and Speaking classes designed by representative teachers from the Applied English Department (AE Dept.) of HungKuang University. The main mode of teaching was promoting teaching via modeling and practice in order to achieve listening and speaking proficiency. Each unit lesson was also followed by a quiz to evaluate the learning result.

This study adopted phonological awareness (PA) task and supplementary materials to complement and improve the existing teaching materials providing multi-channel assessment criteria to promote listening and speaking skill. Furthermore, vocabulary memory skills such as homophones, homographs, and

homonyms were purposely taught to enhance strategy use at the beginning of the fall-semester.

As a result, the findings indicate the effectiveness of adopting supplementary materials to enhance strategy use as well as learning outcomes.

Generally speaking, the finding indicates significant difference existing between the contrasting groups, EG and CG, concerning listening and speaking proficiency results. Among them it was observed that distinct difference within EG where CC outperformed EE in unit quiz and strategy performance results.

Moreover, it also speculates that with a foreign instructor in the class, students increase their reliance on learning with others, thus creating more student-centered atmosphere in the class compared to the class where a local instructor can be approached with the students' mother tongue.

Supplementary materials applied into the target non-major English Listening and Speaking classes promoted students' language skills when also enhanced the strategies with which students learning results were upgraded. It is then suggested that in order to expand students' learning capacity a more diverse set of materials should be used to supplement the existing textbooks in the listening and speaking course.

In addition, realia is effective and absolutely important in improving learning facilities. This study proved this idea by the use of a combination of pictures and charts in the teaching of comprehension in Nigerian junior secondary schools to 78 students provided by Adeosun (2008) which showed that realia is more effective than a combination of pictures and charts in the teaching of comprehension in Junior Secondary Schools. Realia refers to real objects and they are assumed to be the best instructional methods. The results show that realia is more effective than a

combination of pictures and charts in the teaching of comprehension in Junior Secondary Schools, although, none of them has been found to be more effective than the traditional lecture method. The results were computer-analyzed.

On the other hand, Adeosun recommends that teachers should de-emphasize the use of realia in the teaching of comprehension in Junior Secondary School except in a comprehension passage where there is no other alternative method, another recommendation was that teachers should note that the important thing in utilizing instructional materials is not how many of them are utilized in a lesson but how well they are arranged to be able to bring about better learning effectively

The study showed that while realia is more effective than a combination of charts and pictures, neither of them is more effective than the traditional lecture method.

An important study done by Martínez, Sánchez, and Mayoral (2009) concluded that children that receive stimulation with materials designed under the precepts of the multiple intelligence (MI) develop the planned linguistic abilities with greater ease and employ them with a greater effectiveness exists upon employing them. The learning is also more long-term. The teaching material based on the theory of the MI probably facilitates the process in the acquisition of a second language in children; perhaps promote the significant learning and the motivation by the class.

The use of teaching materials carried out with the focus of the MI was effective in learning a second language, since it could be verified that the children recall a greater amount of vocabulary. The songs that used in the classroom and even

the corporal movements facilitated the learning of actions and grammatical structures.

This project considers that the theory of the MI is a base for the execution of the materials, due to its fundamental role in facilitating the learning through a greater rank of possibilities. Therefore it is important for us to focus on the MI, and thus be able to carry out diverse activities through songs, audiovisual material, group activities, of reflection, in natural environments, etc. The use of supplementary teaching material is considered a very important theme for the educational area, especially if the objective is for children to learn a second language.

It is important to know that additional instructive material is not only helpful but essential. Carvalho, et al. (n.d.). conducted a study demonstrating the effectiveness of computers as additional supplementary material. The participants in this study were boys and girls between the ages of 2 and 9, with poor economic resources. Inside the context of the investigation technologies were utilized so that the teaching-learning could be pedagogically flexible for young children literate or not, therefore facilitating the knowledge needed to learn the second language.

This study had the computer as main tool and also utilized CD-ROM, DVD, books and all kinds of digital materials that could develop their proficiency. There was in every moment the operation of this tool permitting an interaction, that is to say, they saw, they listened and they repeated the theme studied, achieving thus a better memorization.

Observation demonstrated that all the children without exception, when in front of the computer, tend to show a certain facility for learning. This is verified by the fact that the more media and support the students have, the more they increase

their understanding. Therefore having the infrastructure and materials will provide more possibilities to acquire know-how.

It is important to understand that the results from studies conducted through various educational institutions throughout the world indicate that supplementary materials introduced into classroom activities facilitate decision making and produce optimal opportunities, in such making ESL EFL students' proficient and enhancing the required skills needed to learn the second language. Moreover it is essential to recognize that the need and support of supplementary materials is bilateral, involving both the teacher and the student.

Results

Qualitative Tabulation

Chart One: Type of supplementary material used to teach children

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

Author: Gina Lorena Loor Moreira.

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

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

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

Author: Gina Lorena Loor Moreira.

Source: 4th grade.

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

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

Author: Gina Lorena Loor Moreira.

Source: 5th grade.

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

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

Author: Gina Lorena Loor Moreira.

Source: 6th grade.

Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4th grade (8 years old approx.)	5th grade (9 years old approx.)	6th grade (10 years old approx.)	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures	3	3	3	9	29.032
	charts					
	handouts					
	posters					
	word cards					
	white/black board	4	4	4	12	38.709
Audio	songs	2	3	3	8	25.806
	dialogues	1			1	3.225
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)		1		1	3.225
Online	websites					
TOTAL		10	11	10	31	100%

Author: Gina Lorena Loor Moreira.

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

Description, Analysis, and Interpretation of Results

The purpose of this research is to determine the importance of the use of supplementary materials in EFL class. For this purpose, it is important to analyze and interpret the results obtained. Therefore, charts have been created which show a list of the indicators and its use in an EFL classroom according to the mentioned variables.

Below are details regarding the use of supplementary material in each class observed across grade levels.

Qualitative Analysis

4th grade

Whiteboard

On the first day of class observation, the theme of the class was Amusement Park Attractions. The lesson objective was to introduce new vocabulary about amusement park attractions using a whiteboard. The letters from the word English were randomly written on the board. The teacher explained to the students that they had to brainstorm for a few minutes. Then the students had to think of words from an amusement park that started with the different letters such as *Log Fume and Ferris Wheel*. Each student had an opportunity to go to the whiteboard and list their vocabulary word. The students wrote the following words *Merry Go Round, Water Slide and Bumper Cars* using one of the colored markers. The teacher encouraged students to write the word even if the student wasn't sure that the word was correct or not. The teacher corrected misspelled words written by the students with a different color marker, pointing out the error, so that next time same error was not committed. The whiteboard was an appropriate supplementary material in relation to

the topic because the exercise was dynamic calling for the students to physically participate on it. The students were at all times consumed with the exercise due to the white board.

The whiteboard was also used on the sixth day of class observation. On this day the lesson objective was to describe their favorite amusement park. Sentences were used as cues. The student had to fill in the blanks spaces of the sentences with vocabulary. The teacher explained to the students that the vocabulary words they learned from the brainstorming exercise had to be used to complete this exercise. Most students ask the teacher for some guidance and some students weren't able to complete the sentences correctly. On this day multicolored markers were introduced to the students to help them complete their task with the whiteboard. The teacher had the students use different colored markers and the students were very excited. The combination of the colored markers and the whiteboard was brilliant. Once again the whiteboard was an appropriate supplementary material in relation to the topic because the exercise was dynamic calling for the students to physically participate on it. Also they were at all times consumed with the exercise due to the white board.

On the eighth day of class observation the word English was written on the whiteboard. Once again students had to make words form the different letters but this time the object was to reinforce orally the vocabulary about amusement parks attractions. The teacher explained to the students the importance of practicing vocabulary from prior lessons. The teacher had difficulties with the students because they seem disinterested in the class this day. The teacher changed the type of exercise on the whiteboard by providing hints and oral clues to the students. The teacher made the point of telling the students that they would lose their turn going to the whiteboard if they didn't complete the task. This helped generate more interest in the

class and also helped to achieve the object lesson goal. Finally the students began to use and recite the vocabulary in the proper way. The whiteboard was an appropriate supplementary material but only in a certain degree after the teacher changed the exercise and threaten to take they turn on the board away from them.

On the tenth day of class observation, an example of ideas about new amusement park rides was given on the whiteboard. The teacher started the class by telling the students that they had to invent new types of rides. The students started to brainstorm for about five minutes. The students first drew the idea of a new amusement park ride on the board. Then the students had to write complete sentences using as many adjectives as possible to describe the new ride. The students' objective here was to invent new rides for an amusement park in complete sentences on the board using prior vocabulary. Also the use of colored markers on the whiteboard helped the students demonstrate their ideas with enthusiasm and creativity. Each student used the colored markers to draw their new type of amusement park ride. Later they used the markers on the whiteboard to complete their sentences. The colored markers were excellent complement to the whiteboard. Most of the students came up with excellent new amusement park ideas. The down side was the limited amount of space due to the small size of the whiteboard. The teacher completed the lesson goal during this class.

The whiteboard was an affective and resourceful supplementary material because students in the 4th grade are usually distracted easily. This makes it even harder for the teacher to teach if the whiteboard wasn't included. Also the teacher had to be willing to change the approach in which the student had to participate. The white board had its downside due to its size, the whiteboard making too small. The whiteboard measured about 2 meters wide by 2 meters tall. This made it extremely

hard for all the students to work. All the students wanted to participate on the whiteboard. Another setback was the positioning of the whiteboard which was set a bit too high for the smaller students.

The whiteboard in this case was the primary supplementary material used during the observations in the 4th grade. The whiteboard coincides with the required level that was needed for the student to achieve the lesson objective. It also facilitated the students' learning process. The whiteboard is an essential asset in the modern classroom.

Dialogue

On the second day of class observation the use of the audio class CD was used to obtain the lesson objective of describing actions in progress form. The students had to listen to a dialogue on the audio CD about an amusement park. The teachers told the students to open their textbooks. The students had to first listen to the class CD. Then the student had to ask and answer questions using the present progress form. The students tried to form questions and answers from the dialogues that they heard. The students finally had to complete the exercise from their textbooks. The teacher asked the students to read their sentences aloud to the class. The dialogue that was introduced was too complicated for this grade level. Many students lost interest only after a minute or so. Many students had a hard time hearing the CD because the CD player was old and didn't have good volume. Most of the students lost interest due to the fact that they either couldn't hear the dialogue or didn't understand it. The teacher's class objective was obviously not fulfilled.

The use of dialogues to achieve the lesson objective was not adequate because the students' speaking ability in general was poor. The process of listening

and then completing exercises in a textbook was too complicated for the students. Furthermore, the content of the dialogue was too complicated. On the other hand, the dialogue was well designed and clearly understandable for a superior level. The CD player that was used to play the CD was old and had a low level of volume. In a class lesson with students that had a higher level the dialogues would be appropriated for that higher level.

Songs

The third day of class observation an audio class CD was used. The students were given verses of a song about an amusement park. The name of the song was the Happy Merry Go Round. The teacher slowly read the song out loud to the students. The teacher again read the song out loud but this time the students read along with the teacher. After that the students were divided into three groups. Each group had to sing along with the song chorally. The lesson objective was to listen and sing a song about amusement park attractions so they gained a total understanding of the theme.

On the fifth day of class observation the theme of the class was guessing missing words from a song. Once again the teacher read the song out loud to the students a few times. The students practiced the song with the teacher. The lesson objective was to reinforce memory skills through the use of songs. The students listened to a song that had been played on a previous occasion. The song was then paused before key word. The students had to recite the next word. The teacher then had the students sing the whole song without help from the CD.

The use of songs was not only dynamic but also motivational. The song helped strengthen memory skills. Also it helped the student learn additional cultural, social aspects of English-speaking culture. This has proven to be an excellent

supplementary material because of its powerful and exciting form of teaching students. The students' response to the songs was exceptional. In each lesson the use of the song was well designed, effective and resourceful. The students thoroughly enjoyed the learning process.

Pictures

A picture of an amusement park was used on the fourth day of observation. The theme of the class was amusement park attractions. The teacher brought panoramic picture of an American amusement park. The teacher told the students that this amusement park had some of the longest and tallest rides in the world. The lesson objective was to have the student look at the picture and decide how things in the picture were represented by location. The teacher had the students locate a roller coaster and the surrounding rides near it. The teacher explained that the students had to make sentences about what was next to, near, and between each ride. The teacher wrote incomplete sentences on the whiteboard. The students had to use prepositions of place to complete sentences about where each attraction was. After completing the exercise the student had to read out each complete sentence to the class.

On the seventh day of class observation, two pictures of an amusement park were shown to the students. The lesson objective was to discuss the differences and similarities between pictures. Students had to write sentences describing the differences and similarities. Then they had to read out a complete sentence. On the ninth day of class observation, students were shown a picture of amusement park rides. The lesson objective was to have the students orally express ideas on amusement park rides they had been on. Students had to observe the picture and make a word web on the name of the rides they had been on. Then the students wrote sentences about the ride and read them aloud.

The use of pictures during the class helped reinforce students' memory skills. This supplementary material was well designed because the pictures were printed in bright, shiny colors which captivated the imagination of the student.

Learning Styles

The teacher of 4th grade used supplementary materials to reinforce the visual style through pictures, white board, the teacher also used the audio style through songs and dialogues. Spratt (cited by Gómez, 2007 p.18) argued that learning styles can be defined as “the ways in which a learner naturally prefers to take in, process and remember information and skill. Our learning styles influences how we like to learn and how we learn best”. According to the aforementioned authors, the use of supplementary materials, in this case whiteboard, songs and picture, was effective according to the students' knowledge level. Only the lesson that included a dialogue proved to be ineffective due to the high level of difficulty. The teacher had a limited amount of materials to work with thus limiting the application of the learning styles that the students would have used to progress.

The use of the whiteboard proved to be vital. Students had to respond quickly to complete the exercise that was given. The answer had to be impulsive. One drawback with the whiteboard which could hinder the class lesson was the inadequate size of the whiteboard for shorter students. The positioning of the whiteboard and its size was a factor in the learning process.

On the other hand the class audio CD was used for songs and a dialogue. Students used their audio comprehension skills to process the information that was presented through songs and a dialogue. Although in this instance the dialogue used was not adequate for the students, as it was too difficult, but the songs were adequate

for the lessons. The students worked in groups which enhanced their ability to succeed in learning the class lesson. The sample pictures were an effective and dynamic way to help the students enhance their visual learning style and also enhance their ability to communicate.

5th grade

Whiteboard

On the first day of class observation, the theme of the class was At the Restaurant. The lesson objective was to introduce new vocabulary about common table items in a restaurant using the whiteboard. The teacher explained to the students that they had to brainstorm about vocabulary that had to do with a restaurant. The letters from the word restaurant were randomly written on the board. Then the students had to think of words from a restaurant that started with the different letters. The students started to write words such as table, waiter, bill and menu. The letter R was used to spell the word reservation; the letter T was used to spell the word table. Students continued to brainstorm for more words while others begin to develop their new vocabulary lists. The teachers then had the students read out each new word and also reinforce older ones. The students then divided the group of words on the whiteboard into two groups of new and old vocabulary. Colored markers were introduced to help identify new vocabulary which was written in red and old vocabulary which was written in blue.

On the second day of class observation the whiteboard was used to reinforce the vocabulary. The teacher had the students reintroduce the vocabulary on the board. The lesson objective was to help children distinguish between singular and plural countable objects. Students wrote vocabulary on a chart that was separated

into countable and uncountable. The teacher made the students identify each word by writing it in its correct column. Then students had to read aloud each vocabulary in its countable and if possible uncountable form.

The ninth day of class observation, questions were written on the board about numbers and quantity. The students were asked by the teacher to go to the board and help match two halves of the sentence. The lesson objective was to have the student correctly answer the question. Students had to go back to the whiteboard and correct their classmate's mistakes. The teacher then had the whole group practice asking and answering questions.

The whiteboard that was used in the 5th grade level was approximately 3 meters by 3 meters. It was large enough that various students could participate at the same time. Also its height was adequate for the 5th grade level which was a problem in 4th grade. The whiteboard was again an effective and resourceful supplementary material. It also facilitated the students' ability to process information which was needed to achieve the lesson objective. Once again it was clear that the whiteboard coincides with the required level that was needed for the student to achieve the lesson objective. It not only facilitated the students' learning process but is also an essential asset in today's classroom.

Dialogue

On the fifth day of class observation the use of the audio class CD was used to talk about common things in a restaurant through dialogues. The lesson objective was to talk about common restaurant food. The teacher encouraged the students to brainstorm about foods that they thought were delicious and foods that they found to be not delicious. The teacher then played a CD about a dialogue that took place at a

restaurant. Then the student had to listen to a dialogue and tell the teacher what they visualized. Then the student had to ask and answer on what food was in the restaurant. Students began by describing what foods they thought were delicious and then foods that weren't. Then students used adjectives to describe different types of foods such as deserts and sandwiches. It was interesting to note that many students considered vegetables to be delicious food. Finally the students had to make sentences about the preferred foods of the whole class.

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

Songs

The eighth day of class observation an audio class CD was used to explain restaurant vocabulary. The teacher explained to the students that they had to try to remember key words that came from the song. The name of the song was the Hungry Customer. The students were given a song to listen to and repeat. Then teacher had the students listen for key words that had the silent K. The lesson objective was to correctly pronounce the silent K in the vocabulary words. Each student had to correctly pronounce the silent K word. The teacher then had the entire group practice the pronunciation of all the silent K words they had discovered in the song.

On the tenth day of class observation students had to listen to a song about quantities of food in a restaurant. The teacher expressed that it was important to identify these types of foods by the correct amount. The name of the song was Food

Is Delicious. The students had to use their textbooks to complete the lesson. The lesson objective was to find the numbers in their text books and say each one. The teacher made each student repeat each number and food aloud. Then the students as a group had to repeat the numbers and foods again chorally.

The use of songs intensified the classroom atmosphere. Indeed songs help the teacher motivate the students to a point where they didn't want to stop singing. The students were highly motivated and showed continued interest in what was being played. The teacher properly used the song to achieve to the object lesson. The students' response to the songs was exceptional. In each lesson the use of the song was well designed, effective and resourceful. The students thoroughly enjoyed the learning process.

Pictures

A picture of a restaurant kitchen was used on the third day of observation. The theme of the class was cooking utensils. The teacher brought in pictures of many types of cooking utensils to display them to the students. Then the teacher showed a list of kitchen items to the students. The lesson objective was to have the student categorize measurements for dry goods and liquids. The student had to look at a list of items. Then the student had to read them out and had to point out the correct kitchen utensil. Each student then chose unique utensils to describe.

On the fourth day of class observation a picture of the planet earth was shown. The lesson objective was to talk about facts known about the planet earth. The teacher explained to the students the facts about the planet earth. Students were then asked to write as many facts as they could think of in a minute. Then the teacher

had the students compare their lists to each other. Finally the students had to share their lists out loud.

The sixth day of class observation, a picture of a family having dinner was shown to the students. The teacher then asked how many students had family meals together. The students then had to discuss to themselves about the picture of the family having dinner. The lesson objective was to have the student make requests using the article *a* and the word *some*. The students were divided into groups. Then the students in each group had to call out the request for food using the article *a* and the word *some*. The teacher then asked each student to make a request to a family member using what they saw in the picture.

Students were given a picture of a picnic on the seventh day. The teacher explained the word picnic to the students and asked them if any one of them had ever been on a picnic. The lesson objective was to identify certain types of food associated with a picnic. The teacher asked the students to look at the picture of the picnic for about 3 minutes and brainstorm for ideas on what and food and drink they could see. Then the students had to write down as many ideas about picnic foods as possible. Then the students had to form sentences aloud on what they could see. Finally the teacher told the students to invite new types of foods for a menu for a picnic.

The use of beautiful colorful visual aids helped introduce themes during the class. The students were given the opportunity to familiarize themselves with the new images which helped strengthen their memory adding to the learning process. This type of supplementary material is an important tool not only for the teacher but for the student.

Realia

Kitchen utensils were used on the third day of observation as a complement to a picture of a kitchen that was used on the same day. After completing the first lesson, which included the use of a picture, the teacher then took out a black cloth bag and had the students guess what was inside the cloth bag. The teacher had the students one by one put their right hand into the black bag and feel an object. The student had to write down in their notebooks what type of object they had felt. If the object was made of metal, plastic, paper, glass or wood. If the object was round, square, short or long. The students then exchanged their notebooks with a partner and the teacher took out each object. The objects were a wooden spoon, a plastic cup, a metal can and a glass dish. Also there were some plastic forks, knives and paper napkins. The teacher had the student identify the objects again orally by making complete sentences. The use of Kitchen utensils as realia enhanced the learning process and also helped to reinforce the lesson. The students thoroughly enjoyed the class lesson and benefited from it.

Learning Styles

The use of different learning styles such as auditory, group, visual, impulsive, reflective and kinesthetic proved to be an effective and precise way to achieve the object of the new language. The whiteboard, CD and pictures, were a major factor in the learner's ability to complete the tasks that were given. It is stated that the most important part of a student experience learning a new language is the ability to identify learning styles that suite their learning preferences. It will almost guarantee a student's success.

6th Grade

Whiteboard

The theme of the first day of observation was In the Ocean. The lesson objective was to introduce new vocabulary about ocean creatures using a whiteboard. The students were divided into four teams. Sea animals such as whales, seals and dolphins were used. The teacher had the student's line up into four groups about 3 meters in front the blackboard. The whiteboard was then divided into four columns. The each team was told the same vocabulary word. The student then had to draw it in the box. The first time to guess the word won a point. The teacher made each team spell out the word correctly.

On the fourth day of class observation the students were told about sea creatures that breathe air. Sea animals such as whales, seals, turtles and dolphins were used. The teachers read aloud a list of mammals that live in the ocean. The teacher chose 5 students randomly from the group. Each student was given a colored marker and had to spell out the animal name by writing it out on the whiteboard. The students who did not participate on the whiteboard had to correct the words that were written. The class objective was to name mammals that lived in the ocean. The types of sea animals that are mammals were then put in order according to its size.

The fifth day of class observation the whiteboard was used to present a game. The class objective was to reinforce vocabulary using comparative adjectives about sea creatures. The teacher wrote ten adjectives on the whiteboard such as big, small, fast, slow, long and short. The teacher then read aloud the names of the sea mammals they had learned on a previous lesson. Then the teacher randomly chose 5 students to participate on this class exercise. Sea animals such as whales, seals, turtles, killer whales and dolphins were used. The students had to build sentences on the board

correctly using the comparative adjective describing two sea mammals. Finally the rest of the students corrected mistakes and the whole class had to read aloud each sentence about sea mammals.

The seventh day of class observation the theme continued to be sea creatures. The lesson objective was to write comparative sentences and to read them aloud. This class the teacher wanted to reinforce the previous class on comparative adjectives. The teacher had student open their textbooks to the chapter on sea mammals and brainstorm about them. Then the teacher separated the students into two groups. The first group had to form the beginning of the comparative sentence using one animal and the second group had to form the ending to the comparative sentence using a different animal. The two groups of students had to complete each other's sentences until they found the correct adjective and animal that made sense. When the students successfully complete this part of the exercise, each group had to read each of their sentences aloud. Finally the students had to use the new comparative adjectives to describe orally sea creatures.

The whiteboard was again an affective and resourceful supplementary material. It also facilitated the students' ability to make statements, and ask and answer information in such a way that the language becomes real for them. The whiteboard that was used in the 6th grade level was approximately 3 meters by 3 meters. It was the same size as the whiteboard that was used in 5th grade level. It too was large enough so that various students could participate at the same time. Again like the whiteboard in 5th grade level, the height was adequate for the 6th grade level also which was a problem in 4th grade. The whiteboard was again an effective and resourceful supplementary material. It also facilitated the students' ability to process

information which was needed to achieve the lesson objective. Once again it is clear that the whiteboard coincides with the level that was needed for the student to achieve the lesson objective. It not only facilitated the students' learning process but is also an essential asset in today's classroom. The whiteboard also is a motivational tool that helps make the job of teaching in the classroom more fluid and assuring the progress of the students' needs and learning.

Songs

The second day of class observation an audio class CD was used. The teacher told the students to open their textbooks to the page where there was a song about the ocean. Then the teacher slowly read aloud the lyrics of the song repeatedly emphasizing the rhyming parts of the song. The teacher then told the students to listen carefully for the number of sea creatures that they heard during the song. The students were played a song about the ocean. The name of the song was Life under the Happy Sea. The lesson objective was to listen to song and identify sea creatures. The students had to number the sea creature they heard in the right order in their textbooks. Then the students had to call out the sea creature name in the right order. The teacher repeatedly played the track over and over for about two minutes. The students had to read aloud their answer about how many sea creatures they heard. The correct answers were then written on the whiteboard. The wrong answers were corrected by the students who had the correct one.

On the ninth day of class observation the theme of the class was Happy Sea Creatures. The name of the song was Follow Me If You Can. Sea animals such as whales, seals, turtles, killer whales and dolphins were used. The lesson objective was to reinforce memory skills through songs. The teacher told the students to open their textbooks to the page where there was a song about the happy sea creatures. Then the

teacher slowly read aloud the lyrics of the song repeatedly emphasizing the rhyming parts of the song. This song had been played to the class on numerous occasions before. The students listened to a song and had to sing along to it. Then the teacher told the students that they had to replace the missing sea creature name that was in the song. The song was then paused before key word which was the sea creature's name. The students had to recite the happy sea creature name.

On the tenth day of class observation the theme continued to be sea creatures. The lesson objective was to correctly insert the missing line from a song. Students listened to a song about sea creatures. The teacher told the students to open their textbooks to the page where there was a song about the happy sea creatures. Then the teacher slowly read aloud the lyrics of the song repeatedly emphasizing the rhyming parts of the song. This song had been played to the class on numerous occasions before. The students listened to a song and had to sing along to it. The teacher divided the groups into two. The teacher told each group to listen to the song and identify the part that they had to learn. Then in separate groups students had to sing the song replacing the missing line from it. The group who correctly sang the song was given a prize that day. The group that had not correctly sang the song with the missing line had to study the song as a homework assignment.

The use of songs was a key motivational tool. The use of an old CD player made a difficult for students at the back of the classroom to hear the song clearly.

Also the limited amount of space in the classroom caused many students to bunch up together which made it almost impossible for the teacher to distinguish who was really singing and who was not. The use of the song was an attribute to the learning process. On the other hand, the students' response to the songs was exceptional. The use of the song and CD player created a positive environment in the

classroom between the teacher and student. In each lesson the use of the song was well designed, effective and resourceful. The students thoroughly enjoyed the learning process.

Pictures

On the third day class of observation a picture was used to express the theme of Beautiful Sea Creatures. The teacher introduced a poster of deep sea creatures that had bright colors. The teacher told the students that they had to brainstorm for ideas on how to save the creatures' living environment. Then the students were divided into pairs. The teacher then asked the pairs to write down the names of the sea creatures they saw on the poster. Sea animals such as whales, seals, turtles, killer whales and dolphins were used. The lesson objective was to talk about ocean creatures. The students were to ask name the colors of the ocean creature. Then they had to describe in pairs how they would save the sea creatures' habitat. Finally each pair of students had to identify the animal according to its color and size.

The sixth day of class observation used a picture. The theme of the picture was an ocean sea creature's home. The teacher brought to class a printed photo a coral reef that was pasted onto cardboard. The teacher asked the students if they knew what a coral reef was and what lived there. Then the teacher asked the students where they thought they could find a coral reef. The students had to write down in their notebooks. The lesson objective was to make comparisons between animals' homes using short adjectives. The students were divided into two groups. The first group gave its ideas on what a coral reef was and where they thought they could find one. The second group had to do the same. Finally the teacher asked the students to look at the picture of the coral reef again and make sentences aloud about what type

of animals lived there. The teacher repeated the exercise various times to make sure that all the students participated and understood.

The eighth day of class observation a picture of ocean mammals was shown. The teacher brought in a panoramic banner of all types of sea creatures big and small. The teacher had each student come up to the banner and observe the types of animals. The teacher turned the panoramic banner backwards. Then the teacher had the students write down the names of all the animals that they could remember from there observation in their notebooks. The students had to read aloud the sea creatures that they could remember. At the start of the second part of the lesson the teacher told the students to observe the panoramic banner again. The second lesson objective was to reinforce comparative adjectives. The students looked at the banner and read aloud what animal they could see. Then the student had to orally form comparative sentences comparing the two animals.

The use of beautiful colorful visual aids helped introduce themes during the class. The students were given the chance to learn more about the ocean around them. This stimulated the students' imagination and encouraged them to think and express their opinions. The drawbacks from the use of the picture were the lack of resources to complement pictures in these class lessons. The students had to wait a long time to get up close to see the picture and that took time away from the lesson plan. Overall pictures, as stated before, are essential tools that are needed to further progress student needs inside the classroom. The teacher also benefitted extremely from the pictures because it made the class more dynamic and educational.

Learning Styles

The influence of the supplementary materials, in this case the whiteboard, CD and pictures, were a major factor in the learner's ability to complete the tasks that were given. Furthermore, in the case of the CD, the songs used from the class CD enhanced the ability to process information that was vital for the students' progression. The audio learning was effective. The use of the whiteboard proved to be vital. Students had to respond quickly to complete the exercise that was given. The answer had to be instinctive. The sample pictures were an effective and dynamic way to help the students enhance their visual learning style and develop their ability to communicate orally.

The students' ability to process the information, which was provided by the teacher in the class lesson, depended greatly on the supplementary material that was used. The learning style that was used during these lessons by the student helped to identify the students' strengths and weaknesses.

Spratt argued that learning styles influence greatly the learner's ability to learn. It is important for the student to feel comfortable and feel motivated during the learning experience. This will almost guarantee the students' success.

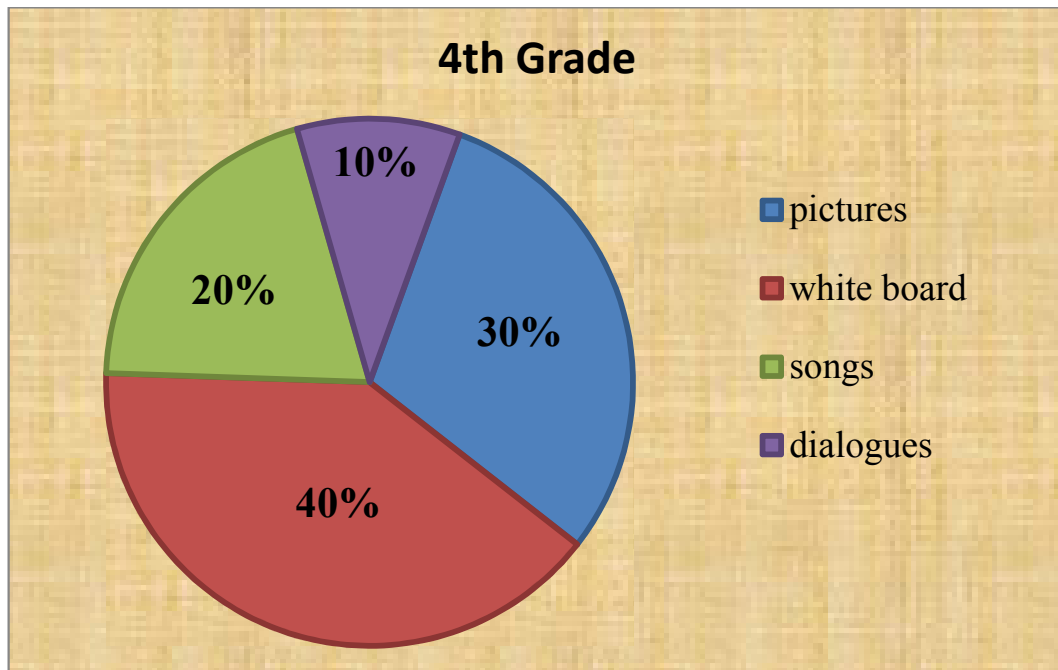
Quantitative Analysis

For this thesis we used the following variables, audio visual audiovisual, realia and online.

The first variable is Visual and the indicators are: flash cards, PowerPoint presentations, maps, pictures, charts, handouts, posters word cards and white board. The second variable is audio with indicators which include audio songs, dialogues, and stories. The third variable is audiovisual with the following indicators such as videos, movies, documentaries. The fourth variable is realia with objects (toys, plants, fruits), and the last variable is online with the indicator called websites. Unfortunately, not all of them could be analyzed because the teachers did not use in or have these materials for their classes.

In the following graphs we have seen each percentage by grade level and focusing only the variables used.

Graph 1



Author: Gina Lorena Loor Moreira.

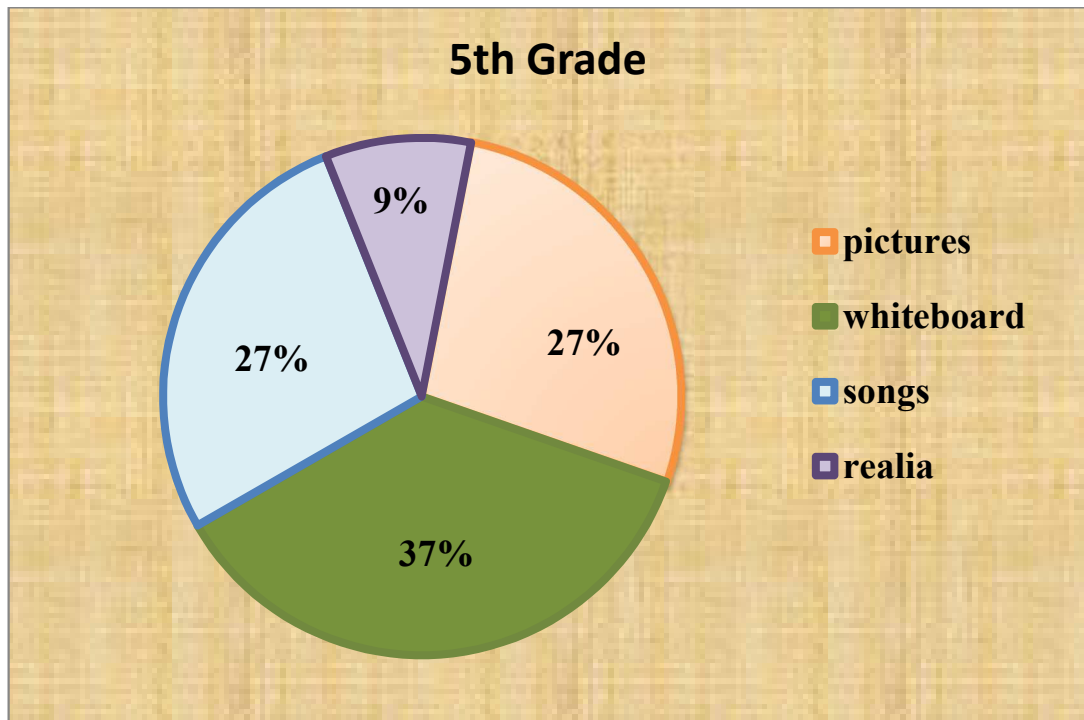
Source: 4th grade.

As shown in the graph 1, the whiteboard is the most widely used material with a percentage of 40%, which in this class is the most commonly used material, perhaps because this material is permanently in class and is accessible to the teacher because it provides school. On a lesser scale are pictures and songs at 30% and 20%, contrasting dialogues, which are the least used material at 10%.

In this grade the students were happy with the material used but according to the survey given to the students, they had a preference for audio visual variable with respect to films, this is not reflected in the percentages because it was never used. According to the teacher's opinion, based on this question "How important is the use of supplementary material in class?" the teacher believes that use of supplementary materials in the classroom has a 90% positive and influential effect on the students

ability to learn, arguing that additional materials are useful for learning vocabulary, grammar and listening .Also it serves as motivation for students to learn English.

Graph 2

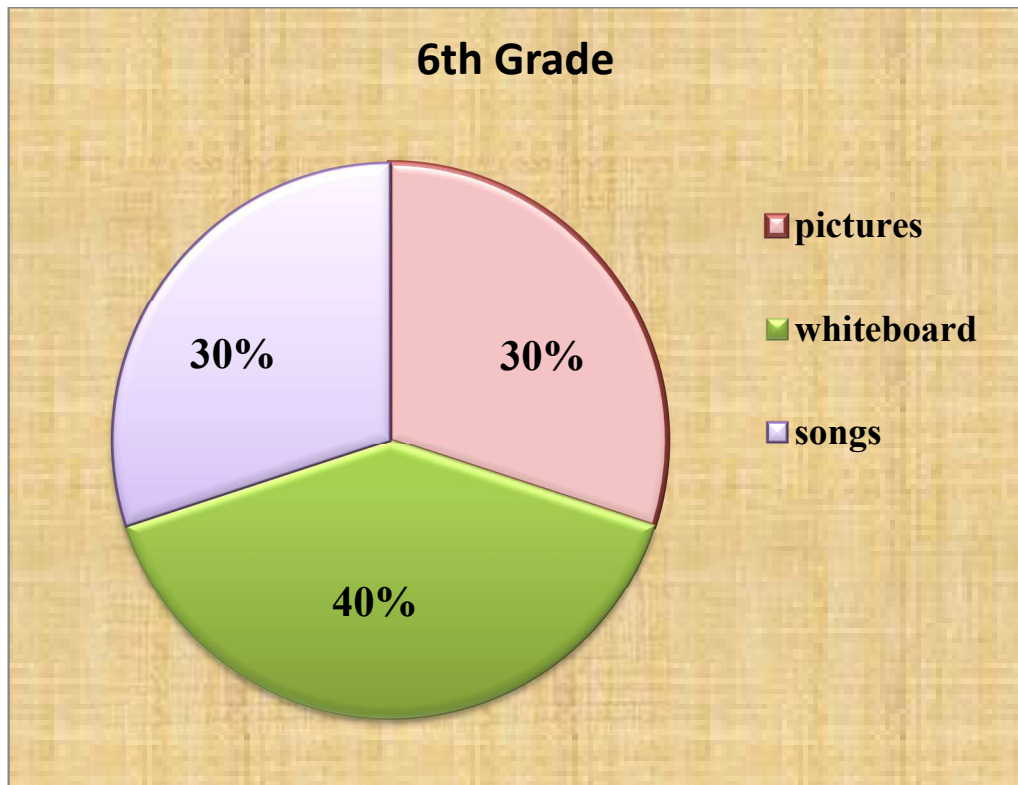


Author: Gina Lorena Loor Moreira.

Source: 5th grade.

In the graph 2 we see that the whiteboard was commonly used with 37% making it the most widely used supplementary materials within the fifth grade. On the other hand, the pictures and songs have matching percentages of 27%, with realia which is the least used material with 9%. The students enjoy the classes very much with the teacher due to the teacher's creative ability to use the supplementary materials in the lessons. It must be noted that the students expressed the idea of the use of audiovisual and online usage in the classes. Unfortunately these materials weren't used just like in the 4th grade.

Graph 3



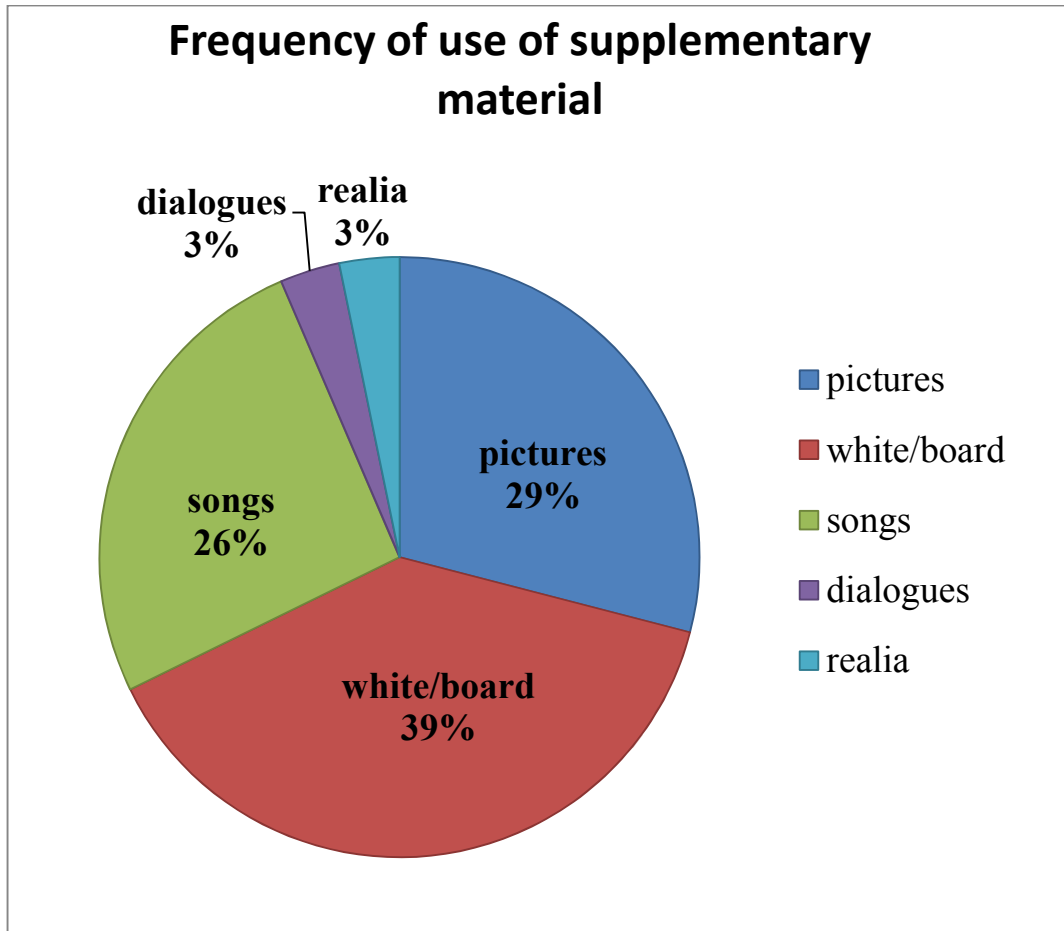
Author: Gina Lorena Loor Moreira.

Source: 6th grade.

Finally we have a coincidence in the 6th grade which shows an equal percentage of pictures and songs with 30%. In this grade the whiteboard also dominates as the material most commonly used with a percentage of 40%.

This group of students was always motivated with the materials that were presented by the teacher. Also like the 4th and 5th grades group of students, they had certain preferences for audiovisual materials including movies and documentaries. This group also preferred the use of the internet

Graph 4



Author: Gina Lorena Loor Moreira.

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

As opposed to the materials mentioned before only a few supplementary materials were used in the class observation. Five of the eighteen indicators are shown in graph 4.

We can observe in the graphic that there exists a great difference between the whiteboard and the rest of the supporting materials. The whiteboard was used most commonly with a 39%; while dialogues and realia were the least used supplementary material with a low percentage of 3%.

Regarding other variables it can be stated that the audio visual variables are those that are most often used as indicators. But the whiteboard with a frequency of 4% in each grade level often resulted in use of 39%; on the other hand, the pictures also had the same frequency of 3% per degree, obtaining a total of 29%.

Regarding the audio variable, the use of songs and dialogues were a positive variable. Although songs were only used 26% of the time it's interesting to note that songs were the most to be used to introduce supplementary material in classes because the students were really motivated in all grades with this material.

However, dialogue and realia were less used as a variable. Its percentage was the lowest (3%) among the variables, as it was mentioned earlier. This had almost little or no factor in the analysis.

Dialogue when introduced to the class was not appropriately used because of the students' speaking ability was in general poor due to inadequate prior vocabulary and lack of knowledge of such dialogue. With realia, the introduction and use of realia objects in the class lesson was well received among students, although this variable was used only once, they were very attentive to the class.

Although both variables achieved the use of two indicators (white board and pictures) for each one, resulting in 68%, achieving this variable is the most used in making the observation. The visual variable indicates that it was most frequently used. According to the observation of the first variable which was 39% (whiteboard) frequency plus the second variable which was 29% (pictures) the results indicate that it was the most used variable with 68%.

With respect to the variables audiovisual and online, both supplementary materials were never used in the classroom but in conducting surveys with students from these grades, it was observed that audiovisual and online variable, the use of films, documentaries and short stories which were requested by the student, would have been one of the most interesting variables presented. Another variable which was also requested by the student was the use of the internet, going online, as a supplementary material, mainly because students are immersed in technology and are motivated by its use.

Conclusions

After concluding the quantitative analysis of the research “The use of supplementary materials for teaching children in EFL class” through the analysis of data with variables presented and also identifying the causes and consequences, it is essential to outline the conclusions and recommendations.

- It was observed that in the private elementary school in Bahía de Caráquez, the whiteboard was the supplementary material most often used in EFL classes.
- Supplementary materials were used as good source in EFL class to practice, introduce and reinforce reading, writing, speaking and listening.
- Teachers were further hindered by the limited amount of supplementary materials due to the economic status of the school.
- The objectives of the class were pertinent to the needs of the students because the results showed students advancement and also complacency.
- The quality of supplementary materials was an important factor in the success bilateral teaching/learning goal between teachers and students.
- It was observed that the use of whiteboard, songs, dialogue and pictures were the supplementary material most frequently used.
- The teacher from 5th grade used realia in the classroom once, while the teachers from 4th and 6th grade didn't use realia at all.
- The lack of proper CD players in the classroom hindered the use of audio material in the process of acquiring proper auditory and speaking skills.
- The quality of the materials such pictures and songs used in 4th, 5th, and 6th grade were very good because it enhanced the students learning skills.

- In 4th, 5th, and 6th grades, the materials used in the classes observed were pertinent to the theme, class objective and contents of the lesson because it enhance the students' abilities to learn, to progress and to grow.

Recommendations

Based on results obtained from this investigation the following is recommended:

- It is recommended that teachers should use supplementary materials in each of their daily class lessons because we have seen through this investigation that supplementary materials function extremely well when it is used.
- It is recommended that teachers should be properly trained on the use and application of supplementary materials in the EFL classroom because these are important resources that allow students to learn and acquire a foreign language such as English in a feasible way.
- It is recommended that the authorities of schools which teach EFL classes supply appropriate supplementary materials so that the teachers and students can develop the necessary learning environment.
- It is recommended that when choosing supplementary materials for teaching EFL students, the type of supplementary material should be adequate and suitable for the students' learning level and learning style because with inadequate and unsuitable use will hinder the teachers' ability to teach and the students' ability to learn.
- It is recommended that when providing supplementary materials for use in EFL audio/visual classroom or laboratory that the use of Internet, infocus projectors and other modern technology is considered.

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ANNEXES

Annexe 1

Quantitative Tabulation

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

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

Author: Gina Lorena Loor Moreira.

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

Annexe 2

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class		6 th class		7 th class		8 th class		9 th class		10 th 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																					
Audio	Songs																					
	Dialogues																					
	Stories																					
	Tales																					
Audiovisual	Videos																					
	movies																					
	documentaries																					
Realia	Objects (toys, plants, fruits)																					
Online	Websites																					

Author: Gina Lorena Looor Moreira.

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

Annexe 3

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

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

Author: Gina Lorena Loor Moreira.

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

Annexe 4

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class		6 th class		7 th class		8 th class		9 th class		10 th 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																					
	Audio	songs																				
dialogues																						
Stories																						
tales																						
Audiovisual	videos																					
	movies																					
	documentaries																					
Realia	Objects (toys, plants, fruits)																					
Online	Websites																					

Author: Gina Lorena Loor Moreira.

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

Annexe 5

Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4th grade (8 years old approx.)	5th grade (9 years old approx.)	6th grade (10 years old approx.)	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	word cards					
Audio	white/black board					
	songs					
	dialogues					
	stories					
	tales					
Audiovisual						
	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	Websites					
TOTAL						100%

Author: Gina Lorena Loor Moreira.

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

Annexe 6

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ **CLASS N°** ____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

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

Visual	flash cards	
	powerpoint presentations	
	Maps	
	Pictures	
	charts	
	Handouts	
	Posters	
	wordcards	
	white/blackboard	
Audio	Songs	
	Dialogues	
	Stories	
	Tales	
Audiovisual	Videos	
	Movies	
	Documentaries	
Realia	Objects (toys, plants, fruits)	
Online	Websites	

Annexe 7

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

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

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

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

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

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

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

How do you consider the quality of the used material?

Annexe 8

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ **CLASS N°** _____

GRADE: _____

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

Annexe 9

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ **CLASS N°** _____

GRADE: _____

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

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

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

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

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

25% ()

50% ()

75% ()

90% ()

Why?
