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

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English as a Foreign Language*

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CERTIFICATION

Paola Cabrera

CERTIFIES THAT:

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

Loja, March, 2012

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AUTHORSHIP

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

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Merchán Jenny

AUTHOR

DEDICATION

I would like to dedicate this research work to my dear father who encouraged me to keep on going with his words full of wisdom.

To my husband, who helped and motivated me to reach this goal throughout this long journey.

To my children who could understand, support, and give me the opportunity to be a better person.

Jenny Merchán

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Abstract

The topic of this research was “The use of supplementary materials for teaching English in EFL classes. The main purpose was to assess whether or not teachers use supplementary materials, and if they are used.

The information was gathered in the city of Azogues, from an elementary school, in grades 4, 5 and 6 with children ranging from 8 to 10 years old, where a few supplementary materials were used, such as pictures, board and realia.

For tabulation and analysis of results, both, the qualitative and quantitative methods were used. The Qualitative Method, to describe and assess if materials used by teachers were pertinent, appropriate and qualified. The Quantitative Method, to determine the frequency of use of such material.

Summing up, there are significant differences between, working with, or without supplementary materials. Using them, makes more dynamic, motivated and more interesting classes, improving the educational system, promoting interaction and changing the classroom environment, at the same time, it increases the classroom bond, resulting in a higher involvement or development of results for teachers and students alike.

Introduction

The purpose of this research study, “The use of supplementary materials for teaching children in EFL classes”, was to figure out whether elementary school teachers use or not supplementary materials and if these materials were pertinent, appropriate, and qualified to 4th, 5th and 6th EFL grades.

The objectives of this study were first to identify and analyze supporting materials used for teaching children in EFL classes. Besides, to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students’ needs), and quality. Finally, to determinate frequency, and variety of supplementary materials used in the observed classes. This study is relevant to every EFL teacher and educational institutions since they will be able to realize how important using supplementary materials in learning a foreign language are.

There have been some studies that have been used as a basis of this research study. For instance, Graham (2008) has carried out this experiment on his attempt to promote interaction in the language classroom and break the tradition of repetitive and inappropriate language contexts. Graham considers that new material is an opportunity to create and take advantage of learners’ eagerness to explore unknown things. He has undertaken his study at the need to change kid’s behavior in the English classroom. Summing up, it is addressed to change the classroom routine by inciting learners to be actors of the teaching learning process, where the supporting materials are the fuel that drives the interaction and free talking.

Gun (2006), coincides with Graham’s ideas, basically on remarking the importance of using complementary materials in the language classroom because

they have proved to be efficient learning pushers disregarding age or any other learning factor. Her study has involved several phases, in which the author carries out a poll, processes and systematizes the information, works out the solution, puts it into practice and explores final results. To commit with such an aim, the writer recommends the use of complementary materials such as: stereos, MP3s, teaching videos and some familiar objects. Plainly speaking, she thinks that passiveness in the classroom does not match with the use of supporting materials; to this respect, she thinks that the language classroom should be a kind of workshop.

Finally, Chung (2005) centers his attention on how to use supporting materials in the classroom because there are cases in which schools have plenty of valuable materials, but teachers are not able to handle them. From this point of view, materials have to be used appropriately at the right moment, at the right setting, for the right learner by using the interactive, the deductive or the inductive methods. To prove his statement, the author made himself some sets of hand-made and sophisticated materials and took them to schools in order to work together with English teachers and teach them how to use these materials. Then he reflected on his hand-written notes and made a meticulous analysis of the results, coming to the conclusion that the importance of teaching materials lies in that they help change the environment in the English classroom and therefore, they must be used appropriately.

Summing up, the success or failure of the language teaching-learning process entirely depends on how teachers manage to plan and carry out the classroom activities by varying them in the light of the learners' attitude, level of knowledge and school facilities.

The beneficiaries of this study will be the institutions, teachers and students who are interested in searching new ways of keeping motivation in EFL classrooms with the help of supplementary materials.

In brief, the usefulness and the rate of acceptance of the project are subject to the level of motivation of the students as well as the variability that may be presented. For this reason, English teachers must be conscious that supplementary materials besides of being a good alternative to reinforce the class content, relieve students and teachers' stress as it has been proved by the three previous studies, which have been put into play after a step-by-step research process carried out in many schools of other countries where education is one of the main concerns of the governments.

The only limitation found during the field research was that the number of observations was not enough to measure the variety and frequency of supplementary materials. It occurred because as the observations were taken by the end of the school period, and teachers were more concerned about finishing the program without taking into account supplementary materials, since their use may have delayed them.

Method

Setting and Participants

This research study was developed in a primary school of the urban area of Azogues city. The project was carried out in grades 4th, 5th and 6th, having as actors, kids who range between 8 and 10 years old. The most relevant aspect of this research was the interest in learning English shown by many students, who expressed their wish of travelling abroad to meet their relatives, whereas others told that they love listening to music in English and they would like to understand the songs' lyrics.

It is worth pointing out that the school authorities and English teachers alike offered the expected and required facilities for the classroom observation. In the light of the observation I could appreciate that despite of being a school with a great number of students, the pedagogical conditions and the stock of teaching materials is quite poor.

Another aspect that could be noticed was the fact that from about 700 students just few of them come from families with an affordable economic position; whereas, the majority of students come from poor homes.

A third aspect that could be observed is the fact that the level of English is very low, which is a sign that the language teaching-learning process is not being conducted in the due way, which could be caused by some factors such as the lack of qualified teachers to work with kids, the lack of adequate material, the number of classes per week, the poor pedagogical conditions, and the disequilibrium between the number of hours used by learners to speak Spanish, the few minutes they use to speak English, and of course, the inappropriate methods used by the teachers. In spite of these limitations, students show a great interest to learn English.

Procedures

The first step to develop this research was to collect bibliographic information that would be used as the scientific basis. Thus, the information used in the literature review was taken from books from a private library and Internet sources.

The general approach of this study is qualitative and quantitative. The qualitative approach was used in order to describe and analyze the pertinence, appropriateness and quality of supplementary materials used by EFL elementary school teachers. Conversely, the quantitative method was used to determine the frequency of use of such materials in the mentioned classrooms.

In order to carry out the field research it was necessary to choose elementary schools to develop observations classes to 4th, 5th, and 6th grades. The aim of the observations was to determine the types of supplementary materials used by the teachers in these classes. Consequently, the observer had observation formats in which the activities carried out on a specific day were ticked. Besides, surveys were given to teachers and students that included topics concerning the use of supplementary materials.

The techniques used in this phase of the project were reading, note-taking, surveys and word association; while the instruments were data collection formats, observation formats, tables taken from the tutoring guide and questionnaires.

The tabulation of results consisted on filling in the data collection and observation formats with the types of supplementary materials used in order to distribute the qualitative information. In the case of the quantitative information, it was included in a table with frequency and percentage of use of such supplementary materials.

Finally, the analysis of the data collected was also carried out both qualitatively and quantitatively. The qualitative analysis included the description of the supplementary materials taking into account their pertinence, appropriateness and quality. On the other hand, the quantitative analysis determined the frequency of use of supplementary materials in EFL elementary classrooms.

DISCUSSION

Literature Review

The relevance of the use of supplementary material in the language classroom, hinges in that it provides language teachers with useful didactic tools, which promote a different focus on creating an interactive atmosphere, resulting in free talking, massive participation and better learning with the essential guidance of renewed and new interactive methods.

Teaching a Foreign Language

The importance of teaching English as a foreign language has dramatically increased in the early years of the new millennium, mainly due to the non-stopping development of technology and the facilities to travel abroad, no doubt travelling abroad implies communication with people belonging to other cultures and the essential tool to achieve this is the English language; teaching English has become a world-wide popular and profitable industry because everybody wants to know at the minute what happens around the world, download updated information, use internet, chat with people living in other countries and so forth.

At this respect, Thorn (2008) mentions that learning a foreign language is an opportunity for learners to get to know foreign people and places, read newspapers, books, magazines, or just news on the web written in a foreign language, understand movies or TV programs broadcast from foreign countries". He goes deeper in his point of view about learning a foreign language on stating that it improves skills and grades in matching kid's favorite activities to the classroom setting, at the time that it is a door towards learning a new culture; the author adds that the role of learning a foreign language goes beyond what we can imagine. Thus, it improves kids' analytical and interpretative capacity, expands the knowledge of its vocabulary,

grammar, culture and literature and the chance to succeed in school and in the professional career as well. Thorn goes further when he asserts that teaching a foreign language implies giving students the possibility to travel and exchange information with people living abroad; this means that it opens a door towards getting involved in government issues, business, teaching, law, medicine, health care, technology, science, communication, scholarship and marketing.

Ellis (1985), provides language teachers and researchers with a key distinction between language acquisition, which is understood as picking up a language through exposure, and learning, defined as the conscious study of a second language, the first one is related to informal or natural settings, that is, the context in which the Second Language is not taught, but rather used naturally through informal conversations or interactions with native speakers of the target language, whereas learning takes place in a formal or instructional setting, in which second language learners receive instruction and limited opportunities to practice English as a foreign language.

Hughes (2007), on dealing with Teaching English as a Foreign Language, affirms that it is a task comprising a wide set of responsibilities and expectation disregarding the learners' age or the linguistic context itself. Naturally, the author adds that two aspects must be regarded as essential and determining in foreign language teaching: gain language skills and confidence to actually speak it. The acquisition of language skills implies a variety of elements which permit to manage the language process by understanding it syntactically, semantically, pragmatically, and phonologically. In the author's words this is the physical part of the language, which has to be complemented with confidence, which is crucial within the foreign language learning process, considered to be the psychological aspect that allows

learners to believe in themselves and conceptualize language as an affordable issue, taking into account the broad range of advantages that it encompasses. Hughes argues that in present days many language schools have set their academic focus on teaching foreign students the building blocks of the English language - reading, writing, vocabulary, and grammar.

Hughes goes further on arguing that what makes a leader in the teaching English as a foreign language industry is not only the teaching methodology we use, but also the TEFL educational materials we produce. Our educational materials range from supplemental resources to award winning complete courses, flashcards to online virtual classrooms and are developed exclusively for students of foreign language.

Learners

Carpenter and Tomasello (1996) state that dealing with language teaching implies focusing on language learners, which are the raw material of the teaching activity. From this perspective it is imperative to pay special attention on each of them, taking into account their learning styles, multiple intelligences, idiosyncrasy and some other factors. This means that lessons must be planned in the light of learners' characteristics. Thereby, the authors mention some factors which are determining in the final results of a foreign language teaching process, namely: social, perceptual, cognitive processing, conceptual and linguistic. In this sense, they go further when stating that there is a large body of research supporting the view that language learning is influenced by many aspects of human experience and capability. The two authors argue that for achieving the expected results, language teachers have to emphasize on the linguistic domain, considering that within it is the category speaker, and within this category, the variable age is regarded as the most relevant,

since it is crucial for the success or failure in the teaching of a foreign language. From this perspective, the authors claim that old people do not sound as efficient as babies and middle aged people are not as good learners as teenagers. They add that being good learners means using language effectively to communicate and making use of it for real life purposes, disregarding in a certain way, the labels for age groups within a society may be particular to it, given that the language usage, particularly in lexicon and grammar are restricted to each age group.

When making reference to grouping, Hart and Risley (1995), make a clear distinction in order to establish the most suitable age for learning foreign languages and come to the conclusion that the best age for it goes from 4 to 7 or 8; the reason is that kids are just structuring the vocabulary of their native language, which permits them to differentiate, associate and easily acquire the lexicon of the target language. Additionally, the writers claim that a second favorable factor is the level of concentration provided that the interest and motivation lead kids to put their best in their language activities. In the author's point of view, this process is supported by the dynamics of the methods and strategies used in the classroom thanks to the implementation of complementary materials and of course, a desirable classroom atmosphere. To achieve the ideal atmosphere it is necessary to solve the question framed by.

Ostwald and Williams (2005), with respect to the exact relationship between age and language-learning, assert that there are numerous myths and misconceptions about the relative abilities or inabilities of language learners of different ages. In this respect, they set two basic questions: Do children learn language faster? Is it impossible for adults to achieve fluency? These and other common beliefs are simply not true. Children do not necessarily learn faster than adults and, in fact, adults may

learn more efficiently. Furthermore, there is no loss of language ability or language learning ability over time. Age is not a detriment to language learning, and by all accounts, learning a second or third etc. language actually keeps the older language learners mind active.

The greatest obstacle to older adult language learning is the doubt-in the minds of both learner and teacher-that older adults can learn a new language. Most people assume that "the younger the better" applies in language learning.

Beyond the age differences that affect language teaching, Hurd (2008) tackles on learners differences by establishing a wide set of aspects which differentiate language learners' performances. Her assertion is deeply based on the fact that language is considered to be social, natural, cultural, psychological, and humanistic. In the light of this perspective, she has elaborated a list of aspects which permit us to differentiate among language learners and try to find the solutions to these differences by considering some relevant aspects such as motivation, language aptitude and age, anxiety, introversion and extroversion, beliefs and cultural difference, multiple intelligences, learning styles and strategies, interrelationship and mutability of variables and learner support, materials and teachers.

Norris (2009) quotes Gardner and retakes the above mentioned aspects prior to dealing with the socio-educational model and the significance of motivation as a contributing factor in second language L2 acquisition. Motivation is defined as the learner's orientation with regard to the goal of learning a second language. He divides it into two basic types: integrative and instrumental. Integrative motivation is characterized by the learner's positive attitudes towards the target language group and the desire to integrate into the target language community. Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement;

both forms of motivation are examined in the light of research which has been undertaken to establish the correlation between the form of motivation and successful second language acquisition.

Gardner (1982) centered his attention to the area of motivation on first language acquisition. Gardner proposed that a child's success when learning a first language could be attributed to the desire to gain identity within the family unit and then the wider language community, this as the basis for his own research on motivation as an influencing factor in L2 acquisition. Gardner considers that before examining the effect of motivation on second language learning it is first important to realize that it is one variable, which, combined with other factors, influences a learner's success. In his socio-educational model, the writer identified a number of factors which are interrelated when learning a second language.

Unlike other research carried out in the area, Gardner's model looks specifically at second language acquisition in a structured classroom setting rather than a natural environment. His work focuses on the foreign language classroom, which model attempts to inter-relate four features of second language acquisition, including the social and cultural milieu, individual learner differences, the setting or context in which learning takes place and linguistic outcomes. The writer asserts that the social or cultural milieu refers to the environment in which an individual is situated, thus determining their beliefs about other cultures and language. It is these beliefs which have a significant impact on second language acquisition.

The second phase of Gardner's model introduces the four individual differences which are believed to be the most influential in second language acquisition, including the variables of intelligence, language aptitude, motivation and

situational anxiety. Closely interrelated with these variables is the next phase of the model, referred to as the setting or context in which learning takes place.

The final phase of the model identifies linguistic and non-linguistic outcomes of the learning experience. Linguistic outcomes refer to actual language knowledge and language skills. It includes test indices such as course grades or general proficiency tests. Non-linguistic outcomes reflect an individual's attitudes concerning cultural values and beliefs, usually towards the target language community. The author affirms that within the model, motivation is perceived to be composed of three elements, which include effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner, desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions.

Learning Styles

Silverman (2002), on dealing about learners difference, claim that learning styles make a crucial factor to differentiate types of learners give emphasis to individual problems and needs and preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts.

Silverman adds that when mismatches exist between learning styles of most students in a class and the teaching style of the professor, students may become bored and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and in some cases change to other curricula or drop out of school. Professors, confronted by low test grades, unresponsive or hostile classes, poor attendance and dropout, know something is not working. They may become overly critical of their students or begin to wonder if they are in the right

profession. Most seriously, society loses potentially excellent professionals. To overcome these problems, professors should strive for a balance of instructional methods as opposed to trying to teach each student exclusively according to his or her preferences. If the balance is achieved, all students will be taught partly in a manner they prefer, which leads to an increased comfort level and willingness to learn, and partly in a less preferred manner, which provides practice and feedback in ways of thinking and solving problems which they may not initially be comfortable with but which they will have to use to be fully effective professionals.

Bolden (2010) overlaps Felder and Silverman on asserting that every learner has his or her own style for collecting and organizing information into useful knowledge and the online environment can be particularly well –suited to some learning styles and personality needs. He sets an example, when affirming that introverted students often find it easier to communicate via computer-mediated communication than in face-to-face situations. On the other hand, the online environment lends itself to a less hierarchical approach to instruction which meets the leaning needs of people who do not approach new information in a systematic or linear fashion. Therefore, online learning environments must be used to their highest potential for collaborative learning which complements many students' learning styles.

Bolden claims that this is due to the fact that learners have different learning styles or a combination of styles, thereby, online educators should design activities that address their modes of learning in order to provide significant experiences for each class participant.

In order to clarify and facilitate the understanding and application of learning styles, Hudson (2004) launches her grouping of learning styles, which are not

standard in their number and denomination, but their focus is addressed towards the same target. In this respect, the writer claims that people learn best when information is presented visually and in a written form in a classroom setting, they prefer instructors who use visual aids to list the essential points of a lecture in order to provide them with an outline to follow during the lecture. They benefit from information obtained from textbooks and class notes. The author adds that these learners like to study by themselves in quiet environments, by visualizing information in their "minds' eyes" in order to remember something.

Hudson manifests that other type of learners learn best when information is presented visually and in a picture or design format. He complements his criterion by uttering that in a classroom setting, they benefit from instructors who supplement their lectures with materials such as film, video, maps and diagrams. They relate well to information obtained from the images and charts in textbooks.

A third group learns best when information is presented aurally. In a classroom setting, they benefit from listening to lecture and participating in group discussions, they also benefit from obtaining information from audio tape. When trying to remember something, they often repeat it out loud and can mentally "hear" the way the information was explained to them. They learn best when interacting with others in a listening/speaking activity.

Finally, the fourth group learns best when doing a physical "hands-on" activity. In the classroom, they prefer to learn new materials in lab setting where they can touch and manipulate materials. They learn best in physically active learning situations with the benefit from instructors who use in-class demonstrations, hands-on learning experiences, and fieldwork outside the classroom.

Teaching techniques

To get the utmost advantage of supplementary materials and the suggesting related to types of learners, it is compulsory to use the adequate teaching techniques in order to suit, setting, materials, learners' styles and levels. In this respect, Spillett (2008) quotes Krashen (1986) and frames her theory about teaching techniques by advising that language classes have to be linguistically diverse. This means that language teachers must look for ways to meet with needs of students who struggle in or are just learning English. In her attempt to cover all students' needs, she presents two approaches, English Language Development and the Natural Approach, which are based on the systematic use of instructional strategies designed to promote the acquisition of English by students whose primary language is not English. In her criterion, the best way to learn a second language is through total immersion, and English Language Development strategies support this learning method, enabling students to acquire English language in a manner similar to the way they learned their native language, naturally and through regular interaction with others who already know the language.

Macias (2008) presents a somewhat different focus from Spillett's, when he traces back to ancient ages by affirming that it is quite possible that the educational phenomenon dates from the origin of mankind; the verbal transmission of experiences might have been a necessary requirement to assure survival. Therefore, the success of the teaching-learning process has depended at that time largely upon the speaking and memorizing ability of teachers and learners, but this process must be supported by many different materials that may be brought to class to enrich the teaching-learning process: realia, software, flash-cards, transparencies, slides, videos, cassettes, etc. In this work, however, among this wide variety of materials, language

teachers should give preference to music and songs through different activities with a focus on language skills and sub-skills. The author justifies the use of music and songs by claiming that we cannot escape from them, because they are around our multiple environments, so it is very common to listen to music and songs in shopping malls, offices, restaurants, and even churches. This means that every human society has developed its own cultural identity through music and songs as a result of history and tradition.

Chaisson (2007) goes deeper in his appreciation about teaching techniques, when he advises that an effective technique and a fair way in creating an affective foreign language classroom is by introducing humor in the language teaching process, the author affirms that we must dispel the myth that it is necessary to be comedian to use humor in the classroom, he justifies its use through the expression “Classrooms in which laughter is welcome help bring learning to life”. In this respect, the writer focuses on the importance of an effective and affectionate atmosphere, in which learners are not afraid of taking risks and using their foreign language in a freeway. In doing so, learners of all ages and coming from different settings are encouraged and praised for their efforts, in which error correction is appropriate, timely, and constructive, at the time that it seeks to instill confidence in each learner. Chaisson explains that a strong reason for using humor in the classroom is that as a human trait, it is a self-effacing behavior that can allow the shy or timid learner, especially kids to participate with the group and benefit from the diversity and effectiveness of teaching techniques.

Different contexts for teaching

The implementation and development of new teaching techniques has forced the change the settings as Savignon and Wang (2003) assert that EFL contexts have

been developed in consonance with the underpinning of communicative language teaching, which have faced remarkable changes. They argue that the origin of these challenges comes from the pushing necessity of learning foreign language, given the fact that language teaching has become an industry throughout the world. In this sense, technology has become the ideal set that best matches to the world development and the needs of people at present. Technology is something that captivates the interest of language learners and a powerful help that permits them to get immersed in interactive and effective language acquisition. What has been stated so far, by Chaisson, Savignon and Wang has been put into practice by Lund, (2011), who presents his journal about the Namibian textbooks in the teaching of English, this variety, he adds, that permits English teachers to be selective in the material compilation and complement activities with supporting material, which can be combined with art, sport, music, theater, and nature as well. In Lund's criterion, from all these resources, music is the favorite one because it produces an special effect in learners' mind and is found everywhere. Otherwise it is something that meets with everybody's preferences. From this point of view, languages teachers can be benefited from music in different respects because music offers the adequate contexts to teach language skills and sub-skills.

Lund goes deeper in her argument about music and songs in the language teaching, when stating that dynamics and motivation are some of the most effective aspects that make language teaching easy and fun, which matches with the attitude of kids and teenagers and even of adults. He claims that music has both, conscious and subconscious effects, for it pushes people to sing, which is an effective language practice that helps articulate sounds, acquire vocabulary and improve speaking. It is obvious, he adds that speaking a foreign language is somewhat fearful, but singing

breaks this fear and incites learners to vocalize sounds as perfect as possible. To achieve this aim, English teachers must concern about the context, which might give children the due confidence that leads to better performance

Supplementary material

About supplementary materials, Kumu (2002) says, “the term supporting materials refers to the information a person provides to develop and/or justify an idea that is offered for a listener's consideration. Supporting materials serve a variety of functions in oral presentations: to clarify the speaker's point, to emphasize the point, to make the point more interesting, and to furnish a basis that enables others to believe the speaker's point.” From this perspective, the importance of supporting materials hinges in that it promotes both intrinsic and extrinsic motivation, which results in spontaneous and interactive learners’ participation.

Providing basic, comprehensive information to assist learners and teachers in developing effective presentations, demands the use of visual aids, coupled with good public speaking skills, work hand-in-hand to create effective presentations. Learners’ speaking style and stage presence are personal talents that you can refine with much practice and experience. Each aspect of effective presentations, however, could not be detailed in this discussion. Instead, much emphasis is given to visual aids.

The studies included below confirm both the essential role and the effectiveness of the use of supporting materials which have multi-lateral functions that help soothe the English teachers’ performance and the students’ learning: From this perspective, the role of the studies is to confirm that what has been stated so far is not a mere hypothesis but a fact that can be applied in any place or any time.

Kumo also states that the recipe for effective presentations calls for all three ingredients, and you must use them in the order in which they are presented here. By establishing the objectives first, language teachers can prepare material that supports each objective. The use of visual aids will move you further along toward your objectives by illustrating and emphasizing your ideas more effectively than words alone. Let's begin, then, at the beginning: As they start to design their presentation, teachers must ask themselves, "What do we want to accomplish by making this presentation?" They must wonder whether they avail of the necessary materials and how they are going to use each of them and how effective they might be for the setting. For instance if they are going to present drama, music, humor, they will necessarily require a stereo, microphones, hand-outs, posters, flashcards, picture cards and the very human resources, which normally make up realia, audio, audio visual, and videos accompanied by online.

Schneider & Krajcik (1999) have deeply reviewed and analyzed recent reforms in science education call for curriculum designed to support student's construction of knowledge through inquiry. Teachers need to learn new methods and content to enact reform-based curriculum. Educative curriculum material designed to address teacher learning as well as student, is one potential vehicle. As part of this effort, science curriculum materials were developed that were consistent with constructivist ideas, addressed national and local goals for student learning and educative for teachers. The writers affirm that basically, teachers point put to technological means such as audio, audiovisual, visual, object, and online. In their criterion, videotaped classes are in vogue and they are part of the teachers and students preferences, given that these resources meet with learners' needs and expectations.

Previous studies

The studies support the Literature Review content by setting both linguistic and pedagogical researches carried out in a variety of environments to prove and give evidence of what has been stated in this paper. Thus, the real contribution of the studies to the research content hinges in that, they enable the linking of practice and theory and give the research a well-documented argument worth of being applied and assessed in the coming years. Obviously, languages teachers must take into account that not all studies are entirely suitable to all linguistic contexts; this does not mean that these studies cannot be used in other contexts, but they need to be modified or implemented in the light of the context nature.

Graham (2008) has carried out this experiment on her attempt to promote interaction in the language classroom and break the tradition of repetitive and inappropriate language contexts. Graham considers that new material is an opportunity to create and take advantage of learners' eagerness to explore unknown things. He has undertaken his study at the need to change kid's behavior in the English classroom, for such a purpose, he work on a wide area covering several cities and hundreds of elementary schools. His poll was geared to infer the difference between English classrooms tied to the academic syllabuses and innovative classrooms which combine the syllabuses content with lots of complementary materials.

After a couple of years of research, Graham proceeded to systematize and sieve the information, which was the base for his study; one more year later, he launched his project after having experimented in various schools. This process led him to make a few changes, adaptations and implementations. He adds that naturally for achieving success on the framed project, language teachers will have to work

with immersion, TPR, audiovisual and Interactive methods, by controlling the level of movement and noise, but permitting learners act and talk freely. In so doing, the teacher presents the topic, sets timing, gives instructions, displays or delivers supporting materials, such as posters, flash cards, game cards, CDs, and personal belongings, immediately, the teachers displays the model and gets learners to perform the activity.

Summing up, it is addressed to change the classroom routine by inciting learners to be actors of the teaching learning process, where the supporting materials are the fuel that drives the interaction and free talking, Gun, (2006), coincides with Graham's ideas, basically on remarking the importance of using complementary materials in the language classroom because they have proved to be efficient learning pushers disregarding age or any other learning factor. The study has involved several phases, in which the author carries out a poll, processes and systematizes the information, works out the solution, puts it into practice and explores final results. The suggested methodology is miscellaneous, involving the silent and eclectic method. To commit with such an aim, the writer recommends the use of complementary materials such as: stereos, MP3s, teaching videos and some familiar objects. The author bases his study in the learners' willing and eager attitude to manipulate and play with things, which put them to do their best. Plainly speaking, she thinks that passiveness in the classroom do not match with the use of supporting materials, in this respect, she thinks that the language classroom should be a kind of workshop.

Chung (2005) centers his attention on how to use supporting materials in the classroom because there are cases in which schools have plenty of valuable materials, but teachers are not able to handle them. From this point of view, materials

have to be used appropriately at the right moment, at the right setting, for the right learner by using the interactive, the deductive or the inductive methods. The writer experimented by devising hard, handling materials as manual posters, cloze exercises, clue slips, flash cards with and without clues, complemented with pictures, once the material was ready, he proceeded to select settings and got some experience with some of them, which permitted to prove the materials efficiency.

To prove his statement, the author made himself some sets of hand-made and sophisticated materials and took them to schools in order to work together with English teachers and teach them how to use these materials, at the time of giving them some ideas for adaptations. Then he reflected on his hand-written notes and made a meticulous analysis of the results, coming to the conclusion that the importance of teaching materials lies in that they help change the environment in the English classroom and therefore, they must be used appropriately. This conducted him to write some academic literature about the project.

Lehman (2002) converges with Graham on stating that teaching materials match with kids and adults' nature. So, he and his team undertook a research project focused on supplementary materials as English classroom assistants. After a year and a half, they analyzed the results and proceeded to elaborate the materials, once these materials were on hand; they started their experimentation period and compared with other similar projects. Immediately they socialized the study and came to the conclusion that this type of material has to be used as a complement or a reinforcement element to successfully conclude the teaching learning process.

The procedure started with the hypothesis framing, the delimitation of the area of study, the establishment of the purpose of the study, the medium of research and the scope. The writer recommends teachers to be careful in the selection of

materials, which must be complemented with an interactive methodology after proving the efficiency and the level of changeability of materials and the psychological factor that promotes a fair combination of socialization, to finally broadcast the information and share with thousands of English teachers around the world: the real aim of this study is to create a good rapport and the desirable classroom atmosphere. In the writers' words, it is self-confidence that leads up to good performance through interactive, direct, immersion and audiovisual methods to give effectiveness to the use of teaching materials.

Briefly speaking, the use of classroom materials gives a new face to the language classroom and incites learners to be creative, self-confident and willing in their commitment of learning a foreign language. Dolphin (2010) wanted to change the non-realistic contexts included in textbooks and provide learners with a path towards improving their way of learning foreign languages through an interactive and socializing atmosphere, making of language teaching a funny activity for all ages and settings, but especially for kids. Dolphin asserts whatever be the setting, the classroom activities have to be conducted by the implementation of a humanistic, interactive and socializing methodology, without specifying methods, which must support the teachers' experience and knowledge and open a door to learners with feasibility and easiness. He adds that the commitment of this aim could only be achieved with the use of attention-holding materials such as: sophisticated software, teaching videos, music, jokes and puppets.

Summing up, the success or failure of the language teaching-learning process entirely depends on how teachers manage to plan and carry out the classroom activities by varying them in the light of the learners' attitude, level of knowledge and school facilities.

Results

Qualitative Tabulation

Chart One: Type of supplementary material used to teach children

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

Author: Jenny Merchán

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

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

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

Author: Jenny Merchán

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

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

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

Author: Jenny Merchán

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

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

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

Author: Jenny Merchán

Source: 6th (9 years old approx.) 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	0	0	0	0	0	0	0	0
	power point presentations	0	0	0	0	0	0	0	0
	Maps	0	0	0	0	0	0	0	0
	Pictures	5	31,25	4	26,7	5	33,3	14	30,4
	Charts	0	0	0	0	0	0	0	0
	Handouts	0	0	0	0	0	0	0	0
	Posters	0	0	0	0	0	0	0	0
	word cards	0	0	0	0	0	0	0	0
	white/black board	10	62,5	10	66,7	10	66,7	30	65,2
	Drawings	0	0	0	0	0	0	0	0
Audio	Songs	0	0	0	0	0	0	0	0
	Dialogues	0	0	0	0	0	0	0	0
	Stories	0	0	0	0	0	0	0	0
	Tales	0	0	0	0	0	0	0	0
	Games	0	0	0	0	0	0	0	0
Audiovisual	Videos	0	0	0	0	0	0	0	0
	Movies	0	0	0	0	0	0	0	0
	Documentaries	0	0	0	0	0	0	0	0
Realia	objects (toys, plants, fruit)	1	6,25	1	6,6	0	0	2	4,4
Online	Websites	0	0	0	0	0	0	0	0
	TOTAL	16	100%	15	100%	15	100%	46	100%

Author: Jenny Merchán

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

Description, Analysis, and Interpretation of Results

This section is divided into two aspects: qualitative and quantitative. The qualitative aspect takes into account the description and analysis in terms of pertinence, appropriateness and quality of the supplementary materials used in the ten observed classes carried out to 4th, 5th, and 6th grades in some elementary schools in Azogues city. On the other hand, the quantitative aspect includes information about the frequency of use of these supplementary materials.

Qualitative Analysis

4th Grade 8 year old

Pictures

The topic of the first class in which pictures were used was about “The colors”. The main objective was to learn how to write and pronounce, and make small sentences using vocabulary related to colors.

The material used in this class was pertinent to the topic and objectives of the class because the pictures included different colors that students could identify. For example, colors were shown in things like the rainbow, the beautiful sun with a smile, the sky with clouds, green trees, colorful flowers, and some pictures of animals like a black dog, a brown and white bear.

Pictures were also used taking into account the age and learning level of the students because it was easy for them to identify the colors in the pictures, especially when the teacher asked for example: What color is the sky? Students easily answered “blue”.

Finally, this material had a good quality, because pictures were made of plastic and were big enough, so students could identify them easily.

Another class in which the teacher used pictures was “the numbers”. The objective was to learn numbers from one (1) to thirty (30) and increase vocabulary. The teacher brought pictures where the students could count the elements; others pictures in which numbers were drawn and pictures with funny faces.

The pictures brought by the teacher were an excellent source to teach numbers. First, students could identify them when the teacher used the pictures in which numbers were drawn. Then students could practice when there were shown pictures to count elements. Every time the students gave a correct answer, the teacher used a picture showing a happy face. Consequently, pictures were pertinent to the topic and objectives of the class.

This material was also perfect for the students’ age and level. Pictures motivated them to understand and memorize the writing and the pronunciation of numbers, and pictures.

Finally, the pictures were big and clear enough so students could identify numbers easily. Pictures were made of paper and this material was of good quality.

The teacher also used pictures in a class which topic was “animals”, and the objective was to learn new vocabulary related to animals with the correct pronunciation.

The pictures were pertinent because the teacher presented domestic animals with pictures of different sizes and colors. Students spoke about the sounds animals make, where they live, and what they eat.

The material was used according to the age and level of understanding because pictures were used effectively. After the teacher showed students the pictures, they were able to talk about animals with their partners and with the teacher in an easy way.

Pictures in this class were made of plastic, and their quality was good. The teacher could handle them in an easy way, and students were able to see the pictures of animals without any difficulties.

The topic of the next class where pictures were used was “Objects of the classroom”. The objective was to learn new vocabulary related to different objects of the classroom and practice the four skills.

The material used for this class was pertinent to its topic and objectives. The teacher used pictures to show students some objects of the class. Besides, the teacher showed many pictures with nice drawings, the students looked around the classroom and could see other objects, as well.

The material was used according to the age and level of understanding of the students. In addition, the vocabulary used was simple and students were able to learn it since the things named by the teacher were objects that they use every day, which made it easy to memorize them.

The topic of the next class was “Members of the family”. The main objective was to learn new vocabulary related to the family and practice the four skills with the help of this vocabulary.

During the class, students looked at a lot of pictures of members of the family, and then the teacher made them practice the correct writing and pronunciation of these words. Consequently, this material was used in a pertinent way because it was related to the topic and objective of the class.

This material was appropriate to the age and students’ level of understanding because they could practice vocabulary about members of a family and then related this vocabulary to their own family. They developed such activities with motivation

because at the end of the class they were eager to name the members of their own families.

The pictures were colorful and the drawings were nice; consequently, the material was of good quality

Whiteboard

The topic of the first class in which the whiteboard was used was “The colors”. Its objective was to learn new vocabulary, write, pronounce and distinguish the colors.

The board was used in a pertinent way because it was used by the teacher and by the students to write the new vocabulary. In other words, the teacher first wrote some colors on the board and students had to say what color was written by the teacher in Spanish. Then the teacher asked a student to write any color on the board, and then the other students had to say what color was written again.

The vocabulary used was suitable for the age and students’ level. Children were learning a lot because they also participated and wrote the colors on the board. It was the best resource because it was flexible and manageable and it could be used by the teacher and by the students, as well.

In this school, the board was big, clean, easy to erase, and kids could use markers of different colors.

The teacher used the board in the second observed class to teach the topic “The numbers”. The objective was to learn numbers and practice the four skills: writing, speaking, reading and listening.

The board was an excellent supplementary material and pertinent to this class, because students could go to the board and practice new vocabulary through written

activities. The teacher drew some elements like flowers, houses, ice cream cones, and then they had to count and write the numbers on the board, as well.

The board was appropriate for the students' level and age because children enjoyed going to the board and participating actively in the class. They were eager to write the correct number on the board.

The quality of the board was excellent. It was clean and the teacher used markers of different colors to call the attention of the students.

In the next class, the topic was "Greetings". The objective of this class was to learn greetings, be polite and increase vocabulary.

The teacher used just the board in this class; however, this supplementary material was pertinent because the teacher wrote a few greetings, for instance, "hello", "good morning", "good afternoon", and "hi", and students repeated the pronunciation of the new vocabulary.

The material was used appropriately for the age and learning level of the students because they were able to practice the greetings with the teacher and with their partners too. Therefore, the vocabulary used was easy for them to understand and learn.

To conclude, the board was in excellent conditions since it was clean and the teacher wrote big words on it. Therefore, the quality of this material was good.

"Fruits" was the subject of the fourth class, and the objective was to learn new vocabulary related to fruits and practice the four skills.

The board was an excellent supplementary material because both the teacher and students used it. For example, the teacher asked students to draw an apple or write the name of a fruit. When the student wrote the name, the rest of the class had to say the meaning of the word in Spanish. On the other hand, when the student drew

the fruit, the students had to say its name in English. Consequently, the material was pertinent to the topic and objectives of the class.

The students understood the new vocabulary and were able to practice on the board without difficulties; therefore, the teacher used this material in accordance with the level and age of the students.

Finally, the material was in good conditions. The board was big enough so students could use them without any problems.

“Animals” was the topic of the fifth class in which the board was used. The objective of this class was to learn new vocabulary related to animals with the correct writing and pronunciation.

The board was pertinent to the topic and objectives of the class because the teacher used it to draw some animals and the students had to write their corresponding name.

This material was perfect for the age and learning level of the children because they were motivated to see the drawings made by the teacher, and they were also eager to guess the animal written by the teacher in order to write its corresponding name next to it.

The board was a good material, erasable, and big. The teacher as well as the students wrote big letters so everybody could see and understand the message.

The subject of the following class in which the board was used was “Members of the family”. The objective was to learn new vocabulary related to family members and practice the four skills.

The board was a pertinent supplementary material to the theme of the class because the teacher wrote the topic in the center of the board and started to talk about

family members in general. The teacher also wrote some of the members of the family, and students had to translate them into Spanish.

The use of the board was appropriate to the age and knowledge of the students because the teacher helped them to identify each member of the family, and students were able to translate every single word the teacher wrote on the board in English.

About the quality of the material, it is important to mention that it was good since the teacher used different markers of different colors, and the words were clear and big enough so students could read them easily.

The topic of the next class was “Objects of the classroom”. The main objective was to learn new vocabulary about objects in a classroom and practice the four skills: reading, writing, listening and speaking.

The teacher used the board effectively to accomplish the objectives of this class because the vocabulary students had to learn was written in the center of the board with big letters, so that everybody could see them. Besides, students were able to practice writing by going to the board. The teacher said the word in Spanish, and they had to write the translation in English.

The board was appropriate for this class because the teacher made students participate actively when they went to the board and wrote the name of some objects of the classroom by themselves. If they made a mistake while spelling the word, the teacher helped them to correct the error. Students seemed motivated and eager to learn about this topic.

The material used was good because the schools used whiteboards in which students wrote with erasable markers so that they could erase what they wrote when they made a mistake.

The topic of the eighth class was “Objects of the house”, and the objective was to learn vocabulary related to items in the house and analyze the meaning of the new words.

The board was pertinent to the topic and objective of the class because the teacher asked the students to write the new vocabulary on the board. The teacher said the word in Spanish and the students had to write them in English.

Students were able to write the words asked by the teacher on the board. Consequently, the material was appropriate to the level, age and knowledge of students because it was easy for them to write the new vocabulary on the board.

The board used by the students and teachers was big, new, and made of good material.

The topic of the ninth observed class was “adjectives”. The objective was to identify adjectives and use them in different sentences. The teacher used the board in this class to illustrate such adjectives. She started to draw some nouns; for instance, she drew a dog on the board, and the students had to say something about the dog like, white dog. After this, she wrote some adjectives on the board, and the students repeated the pronunciation. Finally she wrote small sentences using adjectives.

Since the teacher used the board to identify adjectives and build short sentences, the board was pertinent to the topic and objectives of the class.

Moreover, the board was used appropriately, taking into account the age and level of the student, because the vocabulary used was simple and the teacher corrected students when they made mistakes when writing on the board.

This grade had a big, nice, and erasable board made of good material

The topic of the last class where the board was used was “commands”. The objective was to learn new vocabulary and recognize actions.

To accomplish this goal, the teacher used the board and wrote some commands. Then students repeated the correct pronunciation of the words. They were able to understand the meaning of the new vocabulary. For instance, the teacher wrote the command “open your books” on the board, and then students performed the action. Consequently, the board was a pertinent material for this class.

The board was also appropriate for the age and level of the students. It was demonstrated because children were able to go to the board and write the command the teacher asked them to write without any difficulty.

This grade had a big new board where they used an erasable marker in order to correct their own spelling errors.

Realia

The subject of the class in which realia was used was “Fruits”. The objective was to learn new vocabulary related to food items; to make small sentences using adjectives; and practice speaking, writing, reading and listening.

Realia was an excellent material brought by the teacher and students that was used to accomplish the objective of the class because students felt interested when looking at real fruits since they could touch, smell, feel and taste them.

The material was appropriate for the children’s level and learning because the teacher used to keep students motivated since they were able to identify the fruit and also the place and climate where the fruit came from. Students were also able to talk about how to make a fruit salad, juice, cakes and jam.

The material brought by the teacher and the students was good. The fruit was fresh and real material motivated students in a way that it was easy for them to learn the new vocabulary.

Learning styles

The teacher of the fourth level used two types of visual materials in order to reinforce the visual learning style: pictures and the board. The first material was used in order for students to memorize and learn the pronunciation of new vocabulary. On the other hand, the board was used by the teacher to write new vocabulary, as well, but she also used this material to make students participate actively since they also could go to the board and write the vocabulary on it.

The teacher also reinforced the tactile style, and this occurred when the teacher used fruits in the class. Students were able to feel, smell and taste it, so it was a good motivation for them.

Finally, students could also reinforce their kinesthetic style, since they participated actively in the class when they used the board. This helped them not to be only sitting at their desks, but to be involved in their learning process.

Unfortunately, the auditory style was not reinforced at all, although it would have been a good idea because children of this class were always motivated and songs or stories heard on a CD player encouraged them to learn in a different way.

Nevertheless, Hudson (2004) stated that some people learn best when information is presented visually and in a written form in a classroom setting. This could be the reason why students retained the information in an easy way when the teacher used visual aids in her class, and perhaps this is also the reason why the teacher preferred not to use any other materials.

5th Grade/9 years old

Pictures

The topic of the first class in which pictures were used was “Members of the family”. The objective was to learn and recognize members of an extended family.

The material used for this class was pertinent because students brought pictures of the family; they started by showing the pictures in front of the class; for example, she is my mother, etc. They chose the best pictures, and they talked about it. The teacher also brought a big picture with the main members of the family. It was an interesting class where everybody practiced the new vocabulary and pronunciation.

The pictures were used appropriately for the age and level of students since they were able to recognize the members of their own family and talk about them in an easy way.

The materials were in good conditions since everybody brought recent pictures and it was easy to recognize the people on them.

The topic of the next class was “clothes”. The objective was to learn new vocabulary and make short sentences related to clothes.

The pictures were pertinent to the class because the teacher showed photos of some women and asked the students what they were wearing. She brought some colorful pictures; for example a dress, a skirt, blouse, pants, and shoes. The teacher explained when to use the different clothes according to the climate.

The material was appropriate for the knowledge and age of the students because they had a lot fun. They learned vocabulary related to clothes worn only by girls. The teacher also mentioned the favorite clothes and colors too. This topic was interesting and they enjoyed talking about clothes.

The materials used by the teacher were pictures from a magazine that were in good conditions and big enough, so everybody could see them.

The topic of next class was “Things and places of the house”. The objective was to increase vocabulary and practice the four skills.

The teacher started talking about the different rooms in a house; for example, the kitchen, the bathroom or the bedroom. To visualize the parts of the house, she brought a nice picture of a house, in which students could also see the objects the rooms had: for example, in the bedroom there was a bed, a night table, a TV, etc. Consequently, this material was pertinent to the objective of the class.

It was a nice and interesting topic and was appropriate to the age and level of understanding since students participated actively talking about their own houses.

The material used was excellent because the picture was big and it had all the objects students were supposed to learn for that class.

The topic of the last class in which pictures were used was “Parts of body”, and the objective for this class was to learn new vocabulary and to be able to recognize the parts of the body.

The teacher started the class by talking about human beings, and she put a big picture on the wall with the parts the body such as face, arms and legs. Students practiced the pronunciation and learned the meaning of the parts of body; therefore, the material used was pertinent to the topic and objectives of the class.

The material was also appropriate for students’ learning level and age because, after they finished this activity, the teacher taught them a game in which they had to touch the parts of body. Each group wanted to be the best. They had a lot of fun in the class; consequently, it was appropriate to the age and level of understanding.

The material was a colorful picture where students could see all parts clearly, so it motivated them to learn in an easy way.

Whiteboard

The topic of the first class in which the board was used was “Colors”. The main objective of this class was to learn new vocabulary and identify colors.

The material was pertinent to the objective of the class because the teacher taught students colors by drawing some objects on the board to show them the colors. For example, she drew an Ecuadorian flag.

The board was used appropriately to the students’ level and understanding because they could identify colors in objects they know, so it was an easy and entertaining task for them.

The drawings the teacher made were clear and big enough so students could see them clearly.

The topic of the next class was “Numbers”. The main objective was to increase new vocabulary and learn numbers from 1 to 100. The teacher started the class with a game with numbers, each student had to say a number, and the rest had to clap on impair numbers. She counted the students, the chairs in the class and other objects of the class.

After all these activities, the teacher used the board to write in the middle of it some numbers. Then she explained that the numbers are very important for buying, for selling or for business. Since she used the board as a material to reinforce the learning of numbers, this material was pertinent to the class.

Since the board was very useful for kids, they went to the board to write numbers and pronounce them correctly with the help of the teacher, this material was appropriate for their level and understanding because they were also able to practice the numbers pretending to buy things.

The school had a big and nice board on the wall. Students used erasable markers to write the required information on it.

The topic of the following class was “greetings and commands”. The objective was to learn greetings in a polite form.

The board was pertinent to reinforce the topic and objective of the class because first, the teacher started the class by saying “buenos días”, “buenas tardes”, “buenas noches”, “hasta luego” “adios”. Then she used the board and wrote these phrases but in English, and she told them their meaning. She also explained when and how to use the different greetings. Students repeated the phrases a lot of times with her, then by themselves.

The board was also appropriate to their level and understanding because after writing the greetings and commands, they practiced with books, doors, windows, so students enjoyed the subject because they participated actively.

In all the lessons, students practiced writing. Since the board is the main supplementary material that all schools have to use every day, this school had a big, white board, and students brought erasable markers, so the board was a manageable material for each class.

In the next class, the topic was “Members of the family”; the objective was to learn vocabulary related to the members of an extended families. The teacher talked about how important the family is. She explained about her family and she drew a mother cooking with her son.

The students practiced writing on the board, and when students made mistakes, they used an eraser because the markers were erasable. The teacher said the members of the family in English, and students had to write down the translation in Spanish. Consequently, this material was pertinent to the topic of the class.

The use of the board was also appropriate for their level and understanding. The teacher made students participate and they felt motivated for this.

Finally, the board was in good conditions, it was big and the information written by the teacher was observed by the students easily.

The topic of another class in which the board was used was “Time”. The objective of this class was to learn and practice time expressions.

The teacher wrote some time expressions on the board in both Spanish and English. For example “en la mañana, we say morning”, “ayer means yesterday”, “mañana means tomorrow”.

After this, students practiced the writing of these expressions on the board and repeated them many times. For example, the teacher said a time expression in Spanish, and then they had to translate that into English and write it on the board. Consequently, the teacher used the board in a pertinent way; that is, she reinforced the topic and the objectives of the class using this material.

The class was appropriate to the age and level of understanding because the teacher used the board to show the different time expressions in a clear way. Also, students were able to participate by going to the board, as well.

This material was good for the class. The board was big and clean, and the teacher wrote the expressions in a clear way.

The topic of the next class in which the board was used was “clothes”. The main objective was to increase vocabulary related to this topic.

The material was pertinent because the teacher used the board to write the new vocabulary, and also to explain the words with their meanings. Also, the teacher used the board to draw some clothes, and students had to write the word that the drawing represented.

The board was used appropriately because students enjoyed when the teacher used drawings, and they participated in an active way in the class. They were motivated and eager to write the new vocabulary on the board.

Students had a big white board. Children used erasable markers; therefore, this material was easy to use and of good quality.

The topic of the eighth class was “Things and places of the house”. The main objective was to increase the vocabulary related to things and parts of the house and also to practice the four skills.

The teacher used the board in a pertinent way since she used it to reinforce the topic and objectives of the class. For instance, the teacher wrote the word “house” with big letters, so students were able to see them. The teacher also used the board to draw. For example, she drew a bathroom with a toilet, sink, a mirror and the main things that each place must have.

The material was appropriate to the level and age of students because as it was previously said, they enjoyed participating in the lesson. On this specific class, the teacher drew the clothes, and students had to write the name of such garments under them.

This grade had a nice white board on the wall, so this material was of good quality.

The topic of the ninth class was “Parts of the body”, and the objective was to learn new vocabulary related to this topic

The teacher used the board to write the words, and she drew, for example, a face with a nose, mouth, etc. She explained each part with the meaning, and they repeated each word the teacher draw. Consequently, the material used was pertinent to the class.

This material was also appropriate to the students' level and age because they were able to participate in the construction of their knowledge because they went to the board to write and draw the parts of body. They practiced a lot by writing on the board, which was a good material because students could see how the writing was, how many mistakes they made etc.

The students of this class had a big white board. Moreover, they used an erasable marker that was in good conditions.

The next class was about "adjectives". The objective of this class was to recognize adjectives and learn vocabulary.

The teacher started talking in Spanish, and explained the students what an adjective was. She wrote nouns on the board and asked the students examples of adjectives that could modify such noun. After this, she taught them ten adjectives, which were the most useful and easy to remember. Students practiced a few words on the board, and they learned the pronunciation too. Since the board was used to reinforce the vocabulary of this class, its use was pertinent to the topic and objectives.

This material was also appropriate for the students' level, understanding, and age. As in the previous classes, students practiced on the board by writing the new vocabulary. The teacher asked them to write, and they could accomplish this task in an easy way.

The board in this class was big, clean, and in good conditions.

Realia

Realia was used in a class which topic was "The colors". The main objective was to learn new vocabulary related to colors and reinforce the four skills.

Realia was a pertinent material to achieve the objectives of the lesson because students were able to name the different colors. For this class, students brought some objects the teacher asked them to bring; for example, flowers and fruits.

This material was also appropriate to the students' level, age, and understanding because everybody had fun. They practiced exercises using realia; students liked this material, and they felt motivated and interested in the class since they touched every object and when this occurred they named the object and its color.

The materials brought by the students were in good conditions. Every object was manageable and the fruits were fresh too.

Learning styles

The teacher of the fifth grade used almost the same material as in the 4th grade: pictures, the board, and realia.

All of these materials were used to reinforce the visual learning style of students since they learned by watching what the teacher wrote or draw in the board; In addition, they were able to see the objects and people that appeared on pictures. Finally, they could see real objects that they brought to the class.

The kinesthetic style was also reinforced because students did not remain sitting at their desks all the time. On the contrary, they usually went to the board and participated by writing the new vocabulary on it. This activity was motivating because all of them were eager to act actively in the construction of their own learning.

Finally, students reinforced the tactile style, because they could put on their hands the real objects brought by each one of them. Therefore, they could feel and see these objects close enough for a better understanding.

Unfortunately, because of the lack of a CD player, the teacher was not able to reinforce the listening skill of students.

Finally, Silverman (2002) claims that learning styles make a crucial factor to differentiate types of learners, give emphasis to individual problems and needs and preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing.

Therefore, it is important that the teacher could be able to reinforce as many learning styles as possible, especially the listening one since this is an important skill that should be reinforced.

6th Grade (10 years old)

Pictures

The topic of the class was “Colors”. The objective was to review the vocabulary related to the topic.

To accomplish the goal of this lesson, the teacher brought different pictures. For instance, she brought the picture of an eggplant that is a vegetable of purple color, a black dog, a white snowman, a brown tree, and a gray soldier. Therefore, this material was pertinent because with clear examples, students were able to identify colors.

Pictures were nice and beautiful, so, after the teacher showed them, she made students repeat the color of the object, and also she encouraged them to make short sentences like “This is a gray soldier”. This material was good because students felt motivated to be able to name the different colors. Consequently, pictures were appropriate for the students’ age and level.

The pictures were big enough and made of good material. Everybody could manipulate them.

The next topic of the class in which pictures were used was “Numbers”, and the objective was to recognize the numbers and learn them using the four skills. The teacher started reviewing the numbers from earlier grades and asked questions about the topic; for example, when they were born.

In order to reinforce the topic and objectives of the class, the teacher showed some colorful pictures, like eleven ice creams, and twenty hearts. The students counted and started practicing and speaking by saying the correct number of the objects shown in the picture.

This material was appropriate to their age and level understanding because the students felt attracted and motivated to participate by saying the correct number shown by the teacher.

Pictures were in good conditions and they were big enough so everybody in the class could see them.

The topic of the next class was “Clothes”, and the objective was to learn new vocabulary related to the topic and practice them using the four skills.

The teacher reviewed the lesson of the 5th grade about this theme, and she brought nice colorful pictures, where students identified girl’s clothes. She started talking about the clothes for different seasons. For example, in the highlands, people wear sweaters and pants, in the coast, people wear t-shirts and shorts, etc.

With these pictures students could recognize the clothes and felt motivated to learn English. It was easy for them to name them after seeing the pictures. Thus, this material was appropriate to their age and level of understanding.

The pictures were in good conditions. They were big enough, and they had bright colors, so they called students' attention.

The topic of the next class was "Parts of the body". The main objective was to increase the vocabulary related to parts of the body and practice it using the four skills. The teacher started the class by reviewing the main parts that were learned in 5th grade.

To accomplish the goal of learning, the teacher put some pictures on the wall and she talked about some parts of the body and explained their meaning and pronunciation. Students were receptive and they repeated the names of the parts of the body with good pronunciation, making this material pertinent to the topic and objectives of the class.

The pictures were big, made of good material and colorful, so that students could identify parts of the body clearly.

The topic of the following class in which pictures were used was "Members of the family"; the objective was to learn vocabulary related to members of the family.

The material was pertinent to the objective of the class because the teacher brought some pictures of families, and she started naming members of the family that they already knew. After that, she taught them the new vocabulary. She also asked the students if they had grandfathers, cousins, uncles, etc. Later they practiced the pronunciation and the meaning of each word.

The material was also appropriate to their age because they enjoyed learning information about family members, and then they answered questions about their own families in an easy way.

Pictures were a good supplementary material because they were big, colorful and they were in good conditions, so they called the attention of the students.

Whiteboard

The topic of the class was “Colors”; and the objective was to learn and identify colors.

To accomplish this goal, she wrote the colors on the board, and then she drew some things that represented them. For example, a tomato that is red, a cucumber that is green, and a coconut that is brown. After this, they repeated the pronunciation and learned how to write the word. Thus, the material used was pertinent to the topic and objectives of the class.

Students learned appropriately since when the teacher erased the colors, the students went to board and were able to write the right color next to the drawing without any difficulty, which demonstrates that this material was appropriate to their age and learning level.

The board was a good supplementary material since it was big, and the teacher wrote the vocabulary and drew the objects in a way that everybody could see without any problems.

The topic of the next class was “Numbers”, and the objective was to recognize and name them.

The board was pertinent for this class because the teacher used it to write the numbers and students were able to go to the board and they performed exercises like additions and subtractions.

The use of the board was appropriate to their level because the mathematical exercises were easy for them to perform, and they enjoyed as in the previous classes when they went to write information on it.

The material in that grade was in good conditions. The board was new, wide enough, easy to write and erase.

The topic of the following class was “Greetings and commands”. The objective was to learn new vocabulary and the polite manner of using greetings and commands.

The teacher reviewed the greetings and commands that were learned in 5th grade. In this grade she taught more phrases, she wrote phrases like “how are you?”, and some commands like “come here please” on the board. They listened to the correct pronunciation and practiced writing; as a result, the board was pertinent to the topic and objectives of the class.

The vocabulary used by the teacher was easy to learn and remember. Consequently, the class was according to the age and level of understanding.

The board was in good conditions, and the information written on it was clear enough for students to understand.

The topic of the fourth class was “Days of week and months of the year”. The objective was to increase vocabulary by learning the days of the week and months of the year.

The material used was pertinent to the topic and objective of the class because the teacher started asking questions like “What is the first day of the week?”, “In what month is Christmas?”; “In what month is the mother’s day?” Then she used the board to write the days of week. They practiced writing and pronunciation, and after that she started teaching the months of year in the same way.

The material was used according to the age and level of students. The teacher used easy vocabulary, so students were able to understand without any difficulties.

The board was an efficient supplementary material, and that grade had a big erasable board where students enjoyed writing.

The topic of the fifth class was “Clothes”. The objective was to learn new vocabulary related to them.

The material used was pertinent to the objective of the class because the teacher started doing some exercises on the board. For instance, she wrote types of clothes and she reviewed the vocabulary of the 5th grade. Then she taught about more types of clothes from all the regions of Ecuador, and after that, she spoke about the climate and why people have to wear certain clothes in different ways. They repeated the vocabulary and the students wrote the types of clothes by themselves on the board; however, when the teacher saw what they wrote on the board, she realized what words were more difficult to the students and helped them with the correct spelling of such words.

Although the new vocabulary was difficult, the board was appropriate for students’ level since the board was an efficient supplementary material where students could see the mistakes on, and the teacher was able to help them to correct their mistakes at that precise moment.

They used a nice white erasable board, so the material was in good conditions.

The topic of the following class was “Places”. The objective was to increase vocabulary related to places in town. The teacher started talking about places you could go to, for fun, for necessity, for work, and she asked questions about the places where people go when they need books, for emergencies, for eating, to deposit money, etc.

The material was pertinent to the class because the way in which the teacher used the board aimed to accomplish the objective. For instance, the teacher wrote the word “places” on the board then she made some drawings. For example, she drew a bank, a hospital, and a restaurant. and next to the drawings, she wrote the words that matched the pictures. Finally, she told them the meaning of each place. The students repeated the pronunciation and identified the vocabulary many times. After that, they went to the board to write and draw with the directions of the teacher.

The board was appropriate for students’ level and understanding because they practiced the writing, listening and speaking in an easy way by using the board.

The board was big, white, and easy to erase; therefore, all schools must have this supplementary material because, it’s the mostly used and easy to acquire.

The topic of the following class was “Parts of the Body”; The main objective was to increase the vocabulary and recognize the parts of the body. Before starting the new class the teacher helped them remember the other parts that they already knew.

The teacher used the board and she drew a big boy and wrote each part of his body. Students repeated the correct pronunciation after her. Then the teacher erased the names of the parts of the body, so students had to name each part without seeing their names. It was challenging, but with the help of the teacher every student could name the parts of the body. Therefore, this material was pertinent to the class.

It was also appropriate because the teacher used the board to draw a little boy. Students were able to identify each part of the body by themselves, which meant that the vocabulary used by the teacher was according to their level and understanding.

Finally, the board was in excellent conditions. The teacher used colorful markers, and she included all the information with big letters, so students could read it easily.

The topic of the eighth class was “prepositions”. The objective was to learn vocabulary and make short sentences. The teacher started the class by writing nouns, and adjectives. Then, she wrote prepositions but not too many, just enough to make short sentences.

They practiced the pronunciation and the writing of the prepositions written on the board. The teacher and students used the board a lot, because it was difficult for them to understand when to use each preposition. However, it was pertinent to the objective of the class because the teacher was able to write as many sentences as possible until students could learn about prepositions.

The board was used according to the age and level of understanding but the students did not like the topic too much because it was a little abstract.

This grade had a nice white board, so it was in good conditions for the class.

The topic of the ninth class was “Members of the family”. The objective was to learn vocabulary related to the topic. At the beginning of the class, the teacher asked students to remember the other members of the family that they learned last year.

After the first activity, the teacher used the board and wrote with big letters the word family. Then she drew a family tree and put the new words. The board was pertinent to the objectives of this class because they could identify and write some exercises on the board. For example “my mother’s brother is my aunt”.

This material was appropriate to the level and understanding of the students because they were able to make complex sentences about the members of the family.

Although at the beginning it was difficult for them to understand how to make sentences, at the end they were able to accomplish this task.

This grade had a big, white, and erasable board, so students were able to work on it without difficulties.

The topic of the last class that was observed was “Adjectives”. The main objective of this class was to increase the vocabulary and recognize the adjectives that they learned the last year.

The board was pertinent to the topic and objective of the class because the teacher wrote some adjectives, and students were supposed to write short sentences on the board. In that class, the board was used a lot because all students participated.

This material was also appropriate to the level and understanding of the class. Students were able to write sentences correctly with the help of the teacher.

The board in this class was of good quality. The writing of the teacher was clear enough so students were able to understand the topics without any problems.

Learning Styles

The teacher of the sixth level used only two supplementary materials during the ten observations: pictures and the board. Both of these materials were used to reinforce the visual style. In fact, the board was used during the ten classes that were observed.

The teacher also reinforced the kinesthetic style because students participated when they went to write the information that the teacher asked on the board. When students went to the board, they felt motivated and eager to learn.

Unfortunately, as in the two other classes, the teacher did not use any material to reinforce the auditory style. It may have occurred because of the lack of audio material to present more activities to the students.

Although the answer of the students was good during the ten observations, it is important that the teacher could explore other ways in which students could learn, since as Bolden (2010) asserts, every learner has his or her own style for collecting and organizing information into useful knowledge and the online environment can be particularly well –suited to some learning styles and personality needs.

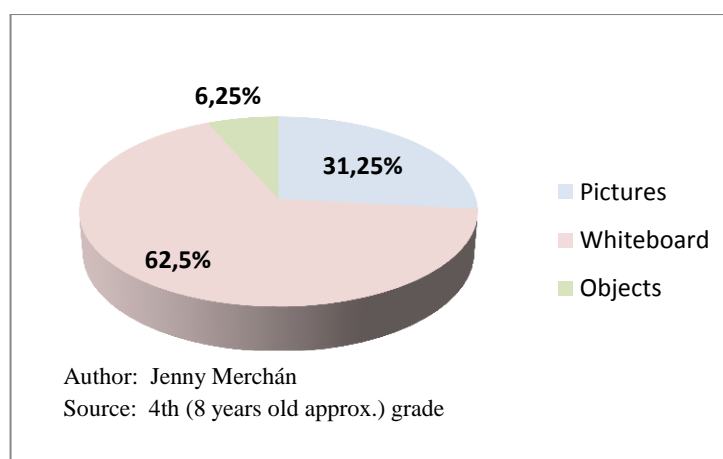
Consequently, the teacher could use for example realia, CD player, or multimedia materials to help students learn in a better way.

Quantitative analysis

The following figures represent the frequency of use of supplementary materials in the 4th, 5th, and 6th grades that were observed. In general, the materials used were pictures, the whiteboard, and objects in 4th and 5th grade, and pictures and the whiteboard in the 6th grade.

Fig 1

Percentage of use of supplementary materials in 4th grade

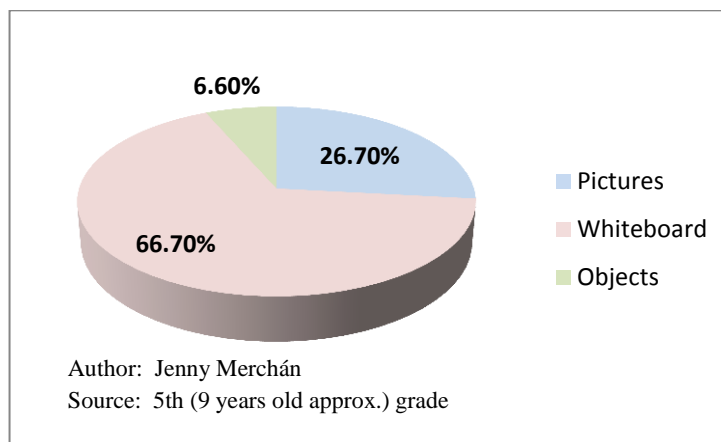


As it is observed in figure one, in the 4th grade, the only supplementary materials used by the teacher were pictures, board, and realia (objects) during the period of observations.

From these materials, the one that has been mostly used was the board. In fact, it was used in all the observed classes, and compared to the other supplementary materials; the percentage of use was 62.5%. On the other hand, pictures were used five times, which represents the 31.25% of the frequency of usage of supplementary materials in the 4th grade. Finally, realia was used only once, and its percentage with respect to the other materials was 6.25%.

Fig 2

Percentage of use of supplementary materials in 5th grade

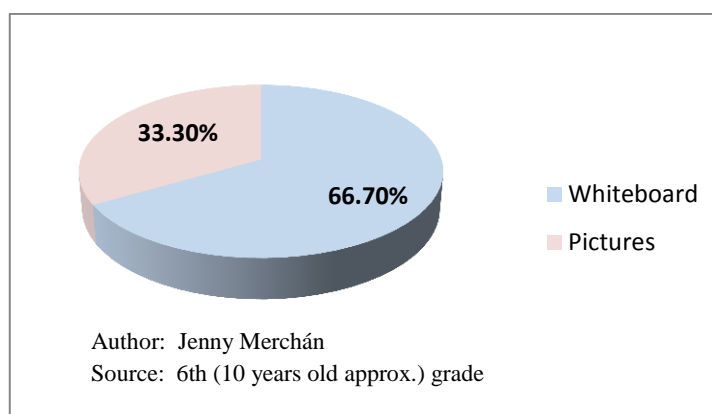


In fifth grade, the supplementary materials used were not different from the ones used in fourth grade. Thus, in this grade, the teacher in the observed classes used pictures, the whiteboard and realia (objects).

The board was used in every class observed, and with respect to the rest of the materials used, the percentage of use was 66.7%. In second place, pictures were used four times with a percentage of 26.7%. Finally, objects were used once with the 6.6% in the observed classes.

Fig 3

Percentage of use of supplementary materials in 6th grade



In sixth grade, the teacher only used two supplementary materials to teach English as a foreign language: the board and pictures.

The board was used in every observed class. It was the mostly used supplementary material with a percentage of 66.7% compared to the other supplementary material used which was pictures with a percentage was of 33.3%.

Taking into account the three grades, it was observed that the board is the material used in all the observed classes. It may have occurred because it is a material that is completely manageable. In other words, as it is erasable, it is possible to include any type of information. Also, an advantage is that it can be used by the teacher as well as by the students.

Pictures were used in the three grades, as well. This material was used by the teacher since students could see on them the vocabulary students were supposed to learn. Students had the opportunity to have the pictures in their hands, so they could see them in a better way.

Finally, realia was used in two of the three grades. The teacher and students brought real things like objects and food to the class. Students seemed to enjoy when they brought realia to the class. That is why it may be a good idea that the teacher could use this type of material with more frequency.

Unfortunately, the teacher did not use any kind of material to reinforce listening. Consequently, the only listening input received was given by the teacher.

From the surveys, it was analyzed that the information given by the teacher was the same that was observed in the classes. For instance, she stated that pictures, the board, and realia are necessary for a good class. However, she recognized that it is impossible to use a variety of materials because the school does not provide many facilities, what she considers to be required for a better development of the teaching-learning process.

In the case of the students, in the surveys they admitted that the materials they would like their teacher to use were puzzles, word searches, movies, flashcards, and games.

As observed, the material used by the teacher does not coincide with the material that students like. Therefore, the school and the teacher should work on what the students really enjoy doing for having more motivating classes.

Conclusions

- There is a wide range of supporting materials for teaching children in EFL classes, but the teachers are not using them. In fact, during the observed classes, the teacher of the three grades, 4th, 5th and 6th only used pictures, the board, and realia.
- From the three materials used; pictures, the board, and realia, the one that was mostly used was the board. In fact, it was used in a 100% of the classes that were observed. It may have occurred because this is a material that is easy to be used by the teacher and students, and the teacher didn't need to bring any materials to the class.
- All of the materials used by the teacher were pertinent because they were used effectively to reinforce the theme and objectives of the class; in other words, it was demonstrated that the teacher knew exactly what the best materials were in order to teach them the topic.
- All the supplementary materials used in the three grades were appropriate for the age, level and understanding of the students. The teacher used easy vocabulary and exercises that children enjoyed doing; therefore, they were motivated to learn.
- All the supplementary material was qualified for the lessons. The materials were in perfect conditions for a correct use and consequently a better understanding from the students of all the grades.
- Although there was not a high variability of use of supplementary materials, most of the learning styles were reinforced. In fact, with the board the teacher reinforced the visual and kinesthetic style. With pictures, the visual learning style was reinforced as well, and with realia the tactile style was also

taken into account. Unfortunately, not any material was used for the auditory style.

- As a final conclusion, this research has demonstrated that the use of supplementary material makes classes more interesting and students feel motivated, especially when the teacher takes the topic, children's needs, and the qualities of the materials into account.

Recommendations

- Supplementary materials are great tools to facilitate teaching and learning of a foreign language. Since it has been revealed that not all the students learn in the same way, it is advisable that teachers choose correctly this material and use it properly for each class in order to reinforce the particular learning capabilities of the students. Complementarily to enough tools, resources and good facilities, such as multimedia laboratory, teachers also need to create a comfortably environment, to keep their students motivated with a variety of learning activities.
- School teachers should be granted access to a permanent capacitation and development of professional skills. Seminars, workshops, conferences and participation in postgraduate studies, must be encouraged and supported by the school system, this way English professors will be able to gain experience and learn how to work effectively and take advantage of the extensive variety of modern supplementary materials.
- Teachers must consider students' opinions. What they use as supplementary material not always calls their attention and raises their interest. It is appropriate to ask students their preferences about activities they enjoy. Once established this reference; teachers can choose the proper material and use it for a better development of the teaching-learning process.

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ANNEXES

OBSERVATION SHEET

TYPE OF INSTITUTION () PUBLIC () PRIVATE

DATE: _____

GRADE: _____

TOPIC OF THE LESSON:

OBJECTIVE: _____

SUPPLEMENTARY MATERIAL USED TO TEACH THE LESSON

Visual	Flash cards	
	Power point presentation	
	Maps	
	Pictures	
	Charts	
	Handcuffs	
	Posters	
	Word cards	
	White black board	
Audio	Songs	
	Dialogues	
	Stories	
	Tales	
Audiovisual	Videos	
	Movies	
	Documentaries	
Realia	Objects (toys, plants, fruits)	
Online	websites	

DESCRIPTION OF THE USED MATERIAL

(NAME OF THE SUPPLEMENTARY MATERIAL)

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 used elaborated and applied with creativity and originality? Yes___ No___ Why?

Were students motivated with the presented material? Yes___ No___ Why and How?

How do you consider the quality of the used material?

STUDENT'S SURVEY

TYPE OF INSTITUTION () PUBLIC () PRIVATE

DATE: _____ CLASS N° _____

GRADE: _____

PREGUNTAS			SI	NO
¿Te gusta el material utilizado por el profesor en la clase de inglés?				
¿Te ayudo a entender mejor el tema de la clase?				
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?				
Con que materiales crees que aprenderías mejor el tema de clase?				
VISUALES <ul style="list-style-type: none"> Flash cards Diapositivas Mapas Gráficos o fotos Tablas u organizaciones graficas Hoja con actividades Posters Tarjetas con palabras Pizarrón blanco o negro 	AUDIO <ul style="list-style-type: none"> Canciones Diálogos Historias Cuentos AUDIOVISUALES <ul style="list-style-type: none"> Videos Películas documentales 	OBJETOS REALES <ul style="list-style-type: none"> objetos: juguetes, plantas, frutas, etc. ONLINE <ul style="list-style-type: none"> Websites 		
Que materiales adicionales te gustaría que utilice el profesor en la clase?				
Con que frecuencia te gustaría que se utilice material didáctico adicional?				
() siempre () de vez en cuando				

STUDENT'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?
