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The use of supplementary materials for teaching children in EFL classes

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CERTIFICATION

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Certificates that:

This research study has been thoroughly revised by the graduation committee. Therefore, it 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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DEDICATION

This research is dedicated in first place to my God almighty, who has given me everything in the life. He always has been present to make my dreams come true even though sometimes I did not deserve them.

To my family, you are my support and my strength. Thank you very much mummy, daddy, brother, and sisters for being there every day of my life, especially when I have needed mostly, I love you so much.

To my gorgeous wife, you are an essential part of my life. Thank you very much for your love and understanding. I love you so much and I want to share the rest of my life with you.

Lastly, this investigation is dedicated with love and tenderness to my adored Renata and José Alejandro, I love you sweeties; you both complement my life.

CONTENTS

Abstract

The purpose of this research, based on the use of supplementary materials for teaching children in EFL classes, is to carry out a qualitative and quantitative analysis on the type, variety and frequency in which those materials are being used to teach children in EFL classes.

In order to do so, studies were conducted in a particular school in Ambato in fourth, fifth, and sixth grades respectively, to children between eight to ten years old, who were observed during ten hours per grade with a total of thirty hours of class observations.

These supplementary materials were analyzed in terms of pertinence, appropriateness and quality. It was also done an interview with the teacher and two students per grade asking about their personal opinion regarding to the use of those materials into the classroom.

Through the observations and surveys used for collecting data, it became clear that the most used supplementary resource for teaching children in EFL classes was the white board. However, none of the other materials were less important or less helpful in the teaching process.

Introduction

The process of teaching English as a foreign language is broad and complex. Several factors such as the socio-cultural, bibliographical, and methodological components have to be analyzed at the moment of carrying out this research; methodology is the key aspect of this process, due to the variety of methods, resources, and techniques used to achieve the expected objectives.

Taking into account this important point, it is imperative to know that teachers are never alone in the teaching-learning process, since they can use different types of aids and resources which facilitate a lot this labor, with the use of supplementary materials as one of the most important tools, especially if they are used appropriately.

The use of supplementary materials in the teaching process benefits students who get more involved and motivated in class; however, the type of supporting aids and how they are being used is the most important aspect. Therefore, it is necessary to consider the pertinence, appropriateness and quality of those materials before being applied.

The general objective of this research is to find out about the use of supplementary materials for teaching English to children in Ecuadorian EFL classes, even more so since there are doubts that some teachers are not using materials appropriately, or they are not using them at all. Moreover, if teachers are using supplementary materials, it is necessary to know how pertinent, appropriate or qualified those materials are.

The aim of this investigation is to determine and analyze the type of supplementary materials used for teaching children in EFL classes; and more specifically, identify, describe and analyze those materials in terms of pertinence,

appropriateness and quality to finally determine the frequency and variety of the supplementary material used in the observed classes.

Regarding to the place of investigation, this research was conducted at a particular school in Ambato in fourth, fifth and sixth grades respectively through the application of qualitative and quantitative methods. Also, it is important to mention some previous studies that were undertaken with respect to the use of supplementary materials, and they include:

Shu-mei, Jonas, Chin-Hsin, & Cho-Ming (2010), affirm that listening and speaking are the most fundamental communication skills to be mastered by Asian learners. With their study, they intended to prove how adapting supplementary materials into existing textbooks can enhance speaking and listening ability among Taiwanese college EFL learners.

They found as a limitation to their investigation, the fact that "The strategy use had undergone certain change and their strategy use became so distinct on individual level so a more consistent relationship was hard to be located in relation to the post test."

Another author, Makheimer (2011) supported his investigation in an experiment, following an intensive and concentrated exposure to authentic video material accompanying a language skills development remedial program and extensive videos, with the aim of measure improvement gains in oral, reading and writing skills, in sixty four students of EFL classes from the English department at King Khalid University of Saudi Arabia.

A limitation found by Makheimer was that even when the uses of videos in the process of EFL classes have resulted effective, they are not essential or mandatory.

The use of videos depends also on the instructor's ability to apply them pedagogically in such a way that they provide themes for discussions and interactions among students-students, students-teacher, and teacher-students.

Also referent with the use of supplementary materials, Kelsen (2009) through the conduct of his study proposes to explore the use of YouTube as supplementary material in EFL classes, by analyzing the reaction of students towards the fact of using it, to learn English. Here it is intended to motivate students to learn outside classes by providing them with You Tube programs as supplementary materials for regular classes.

Kelsen emphasizes as a limitation the relatively short sample size, specially the female students. He recommends for further studies the use of larger samples of students.

The conduction of this study will benefit students and teachers since through it the investigator will awake teachers´ interest in using supplementary material in their classes, getting as a result more motivation and more interest by students in classes, as well as an improvement in the educational system.

Finally, it is important to emphasize that a limitation found in the development of this research was the inappropriate time in which the observations were conducted since the school was celebrating its anniversary and consequently, some classes did not last long enough to allow the teacher to conduct better and more organized classes.

A recommendation to improve this investigation would be to take into account the period of time in which the observations would occur, avoiding if it is possible all types of events which can interfere with the normal period of classes.

Method

Setting and participants

This research study involved the observation of a total of thirty hours classes for children between eight to ten years old belonging to fourth, fifth and sixth grades respectively, who were taking EFL classes at a private school in Ambato – Ecuador.

Procedures

In order to carry out this investigation, it was necessary to perform a bibliographical exploration which provided theoretical support to this research. Some issues referents to the theme of teaching a foreign language were reviewed with the intention of getting a broader understanding of the field, and they were:

Learners; which include learners' age, learner differences and learners´ motivation, learning styles, teaching techniques with emphasis on teaching children, different context for teaching, and supplementary materials definition, importance, role and types.

At this point, were also analyzed five previously conducted studies regarding to the use of supporting materials in EFL or ESL classrooms which provided a good background to this investigation. All these reviewed themes and studies were the groundwork to start with the field research

The variables used to conduct this investigation were: Visual such as: Flashcards, power point presentation, maps, pictures, charts, handouts, posters and word cards. Audio such as: songs, dialogues, stories and tales. Audiovisual such as: videos, movies and documentaries. Realia such as: objects, toys, plants, etc. And online which is focused in the use of websites.

The general approach of this study is the qualitative and quantitative analysis. The qualitative analysis was conducted through the evaluation of the different supplementary materials used for teaching children in EFL classes in terms of pertinence, which means the importance of the material used in relation to the content, appropriateness that refers to the students´ level and understanding, and quality which refers to the design and elaboration of the supplementary materials.

The quantitative analysis was focused to the variety of supplementary materials used in the three grades with regard to all the variables presented for this investigation. At this point, the frequency in which those variables were used in the different grades was also described.

In addition, the collected data were studied, analyzed and described through the use of different techniques such as readings, note taking and surveys. The instruments used to carry on this research were data collection formats, observation formats, tables and questionnaires.

With regard to the analysis of the results; first, it was necessary the selection of the school where English is being taught as a foreign language; then, observe and list the variety of supplementary materials used in the three different grades, and finally register the results into five tables provided by the UTPL.

The first table was used to list the type of supplementary materials being used in the classroom to teach children in EFL classes; the second, third and fourth tables were used to analyze those supplementary materials in terms of pertinence, appropriateness and quality, and the fifth table was used to register the frequency in which those supplementary materials were being used.

Last of all, the different aspects considered in the description, analysis and interpretation of results were as well subjected to the qualitative and quantitative analysis. The qualitative analysis was done with the aim of evaluate the different supplementary materials used in classes in terms of pertinence, appropriateness and quality. And the quantitative analysis was conducted with the aim of investigate the percentage of the frequency in which those materials are being used.

DISCUSSION

Literature Review

It is impossible, or at the very least, extremely difficult for teachers to do a good work by themselves in the process of teaching. They are required to follow some methodological techniques and create or research different sources which allow them to develop a truly successful environment of learning; with this, they will be able to face and accomplish with the task of teaching. Therefore, the use of supplementary materials appears in the classroom activities and it becomes imperative in the teaching-learning process.

The uses of supplementary materials such as books, audio-visual aids, among others, are tools which help teachers to accomplish the labor of teaching. According to Spratt (2005, p. 106), supplementary materials include reference resources or reference materials, which provide information concerned with the language and teaching process.

Supplementary materials achieve a very important role in the process of teaching- learning, since they cover the lack of information existing in the course books, or they provide wider and more valuable information to achieve the goal of reaching the students' understanding.

Additionally in the performance of the teaching process, teachers are never alone. The use of supplementary materials has been always a valuable tool to create an effective learning atmosphere. But not only do teachers, students, or the use of these supplementary materials get involved in this process, there are other aspects which should be analyzed; therefore, it is possible not to include the study of related subjects such as:

Teaching a foreign language, learners; including age, learners differences and motivation, learning styles, teaching techniques focused on teaching children, different context for teaching, and finally supplementary materials with its definition, importance, role, and types.

Teaching a foreign language

The teaching of English as a foreign language in the educational system of any country has become of vital importance due to the fact that English is a worldwide language. Learning English improves the competitiveness of a country and what is more, someone who is multilingual will be able to appreciate and to have a better perspective of the different cultures.

The task of teaching English as a foreign language has been the theme of investigation of many authors, some of them coincide that the traditional focus of this matter are vocabulary and grammar, but for authors as Smith (2005), the innovating and major aim of teaching a foreign language is the speech.

This author affirms that traditional approaches have a tendency to ignore the everyday language, since these approaches consider as subject of instruction the colloquial and literacy aspects of the language. The pronominal factors in here are grammar and vocabulary; and the key of the language-learning is found in the signs which are recorded in dictionaries and grammar books. Smith affirms that considering the language as a simple matter of words and forms is considering only its static aspect, as if the language were "dead".

Similarly, Verghese (2007) states that learning English as a foreign language is learning it instrumentally only. It is useful as a school subject, or for giving to the students a foreign language competence which could be used in several ways. This

kind of language, without being the native language of any social group in the country is used for purposes like commerce, industry, law, administration, politics or education. Therefore; when any one learns a foreign language instrumentally, it will generally be used for operational and integrative purposes.

By the other hand, Ediger & Bhaskara (2003) affirm that everywhere in the world the teaching of the English language is considered by many teachers as a difficult task to confront. They also name some principles in the process of teaching English as a foreign language; these are: Situational teaching of meaning; in here the child can practice the expressions in any arising situation. Automatic responses to situations; in here the teacher should create an environment where the child can immediately respond expressing the language. Oral approaches to language; the oral teaching is very important especially to beginners, because physical contents or situation would be more meaningful orally.

Learners

When talking about learners, it is necessary to understand the individual differences existing among the human beings. Every person is gifted with a vast compilation of aptitudes, abilities and limitations which make them unique and exclusive. All these differences have intervened directly or indirectly in the process of learning; consequently, it is not possible to talk about learners without analyzing some learners' characteristics like age, learner differences, and motivation.

The learners´ age is an important factor to be considered in the process of second language acquisition. It is a general believe that children are better second language learners compared to adults, especially when they have been exposed to it

since an early age, although there is insufficient scientific evidence to back up that claim.

Williams, & Burden, (1997) in reference to this subject affirm that there are not exact theories about the effects of age in second language learning. They also state that there is some evidence that children exposed early in a naturalistic situation to a second language go beyond of those whose exposure starts in adulthood.

On the other hand, Saville-Troike (2006) analyzes the differences among learners from a Psychological perspective which change completely the viewpoint referent to the learners' age. This author found contrary evidence to the belief that children are better learners than adults. In her investigation, she shows that both, younger and older learners have some advantages at the moment of second language acquisition; these advantages are: Brain plasticity, non-analytical, fewer inhibitions, weaker group identity, simplified input, in young learners while in adult learners the learning advantages are learning capacity, analytic ability, pragmatic skills, greater knowledge of the first language, real world knowledge, among others.

From another point of view, Harmer (2010) tends to see all learners more or less with the same characteristics, nevertheless their notorious age, level, abilities, or knowledge differences. Regarding learners' age, Harmer classifies them as children, adolescents, young adults, or adults. Children take in information and learn from all sorts of things around them. Young learners have as a characteristic the ability to become competent speakers easily, but also they forget languages in the same way. Adolescents develop a more abstract knowledge compared with young learners. Finally, adult learners have a clear panorama of what their objectives are for

acquiring a second language, and they look forward long term goals in second language acquisition.

Regarding to motivation, it can be seen from many points of view, depending on the environment where the second language learning is taking place; it will also result in a more or a less successful second language learner. William & Burden (1997) approach motivation from an intrinsic and an extrinsic point of view, being the intrinsic motivation all the performed activities with the object of obtaining an own reward, whereas the extrinsic motivation is all external factors of reward or punishment.

Referring to this, Saville-troike (2006) explains the fact that some learners are more successful than others due to individual motivation, "which largely determines the level of effort that learners apply in the process of second language acquisition". She considers motivation as: Integrative which is based on interest in second language and instrumental which involves observation of merely practical value in second language learning.

Also Harmer (2010) considers a variety of factors that can create a desire for learning which serves as the foundation for the decision to act. Harmer as well names some internal and external factors influencing learner motivation; the internal or intrinsic motivation generally takes place in the classroom, and the external or extrinsic motivation are influenced by outside factors as family, society, peers, etc. These are the factors which will determine the success or failure in the second language acquisition.

In the process of teaching-learning not all the learners can be grouped or exposed only to one form or methodology of teaching since there are many characteristics and learning styles to be considered

Learning styles

It is clearly present in the classrooms. Learning style is a particular form used by the learner in order to learn something; therefore, the teacher should be aware of these different styles of learning and plan the class activities according to the students` needs.

Referent to this theme, Jordan (1997) states that "learning or cognitive style is a particular approach by which a student tries to learn". Jordan mentions; the educational system, the social-cultural background, and personality variables as the major influence in the way learners think and study. Moreover, if the students are studying in their own countries, they can maintain their own learning style.

On the other hand, if the teacher expects from them to learn or practice a different kind of style, difficulties are bound to arise, but these problems could be solved by explanation or by negotiation if at all possible.

Finally, Jordan says that to be adapted to a foreign education system, students can change habits of studding, learning and/or thinking.

LeFever (1995) referring to learning styles, states that every student can contribute to the excellence of work by being placed in the cycle where he or she feels most comfortable; this cycle has four steps: imaginative learners, analytic learners, common sense learner and dynamic learners; consequently, every student has to go through each one of these steps.

He highlights as: Inventive learners, they are easy sharing past experiences to provide a condition for learning. Analytic learners, they need to learn new things through the lesson. Common sense learners, they need to find sense in the newly learned. And dynamic learners, they use creativity in finding new forms of using it which was learned.

Each one of these steps is closely related and allows seeing a better panorama in the process of teaching-learning. Furthermore, they can help the teachers understanding the learning styles and in guiding them in the course of conducting a more interactive classroom.

Murphy (2008) in relation to learning styles, states that talking about it, is to talk about how to get a job done, all the five senses are closely related to it. Learning styles can be called multi-sensorial learning; here all the senses act acquiring the knowledge. All learning styles are good; there are tougher styles and easier ones. It is a good idea to use the tougher styles in the process of learning, but also is a good idea to use easier styles in learning daily situations.

Teaching techniques

There are many teaching techniques and methods going on in the classroom; they are different in strategies for children, adolescents and adults, but it is not possible to name only one of them as the best. They are created or applied according with the learners' needs; therefore, it is not viable to use the same teaching technique with children than with adults. Teaching children successfully require of especial skills and requirements to be completed in order to teach them effectively.

Brown (2001) talking about teaching techniques starts for defining method as "an overall plan for a systematic presentation of language based upon a selected

approach". He said that techniques are the different activities manifested in the classroom. And referent to the teaching of children he names five categories which can give some practical approaches on it; they are: intellectual development which the human beings go through from birth to die, attention span which is the length of undisrupted time of concentration on a task, sensory input which is produced by organs and transmitted to the central nervous system, affective factors influencing learning, and authentic, meaningful learning which is learning with a purpose and sense. They are fundamental to be able to teach children effectively.

With regard to the techniques and strategies, Graham (2008) states that effective teachers are able to assist every child, skilled or not, through the use of several techniques and strategies. The teacher is in charge of motivating and providing children with a highly successful learning atmosphere.

Graham names some techniques and strategies such as: Teaching by invitation, here children have options from where to choose. Intra task variation, here teachers extend the task for individual or small groups. Task sheets, it is a list of specific tasks defining the task. Peer tutoring and cooperative learning, focusing on individuals functioning in the group. Child design activities or children as learners and creators. Videoing, it is recording videos and homework practice where children are given the opportunity to practice.

For Dowd &Tierney (2005) how skills are being taught, is as important as what is being taught; in other words caregivers use an effective method in improving youth learners' skills as well as in a proficient use of those skills in specific situations. In this way will be possible to prevent inappropriate behavior, reinforce the positive behavior and correct the negative behavior. All these reinforcements will

help children in the future avoiding behavioral and emotional problems as well as developing positive social skills.

With regard to the adolescents and adult learners, they have different set of skills, knowledge, and expectations to the learning process compared to children. The adolescent learner generally is conflictive and the success of the class is responsibility of the teaching techniques used by the teacher.

The adult learner is independent and self-directed in what he/she is learning, the rewards for learning generally does not work very well with the adult. It is better if teacher appeals to the learner at an adult level in such a way that all the differences existing among the children, adolescents or adult learners should be used by instructors to construct a more successful and productive class for every type of learner.

Different context for teaching

Many features influence literacy expansions for second language learners, Helman (2009) presents important factors influencing literacy development for English learners; these factors are:

Socio-cultural factors in which home influence, cultural heritage, norms and values interact with the social structure of school creating a multicultural place. Psychological factors which are related to the students´ memory, brain and emotions. Cognitive factors show that the same factors acting in native English speakers' learners are also acting in second language learners. Affective factors which embraces motivation, culture, age, experiences, learning environment, and so on.

Finally, Helman names the educational factor where the base of knowledge is formed by matters of school, classroom and research field constituting all together an effective literacy tutoring for English learners.

Heneval (1994) discusses the subject of internal and external factors which influence what occurs in the classroom to the process of teaching and learning outcomes. Chanda (2008) names the institution, cultural, political, and economic factors as the ones which influence a good quality school. Both, students and teacher have a significant influence in this process: the teacher is the active agent of the teaching in the classroom, and the pupils with an equally important role, they both are considered important in improve the teaching and learning in the classroom.

Suarez, Suarez & Todorova (2008)   talking about challenges to learning English said that in this fertile field of research many factors influence a second language acquisition, starting with discipline, linguistics, psychology, anthropology and education. In reference to this theme, they write about issues such as background factors, aptitude for learning a language, motivation, exposure and quality of instruction as the contextual variables influencing learning a second language.

Supplementary materials

Supplementary materials are directly related to the teaching-learning process. They are defined as: All the additional resources used for teachers in order to complete the labor of teaching effectively.

Making reference to this topic, supplementary materials can be defined in different ways; for instance, Spratt, Pulverness, & Williams (2011) define supplementary materials as "books and other materials we can use in addition to the course book. They include skills development materials, grammar, vocabulary, and

phonology practice materials, collections of communicative activities, teacher´s resources and web materials". They also establish that the need of selecting supplementary materials and activities is given in the fact that it is necessary the use of something different from the existing material in the course book with the aim of providing extra information, extra practice or just taking something diverse into the classroom.

Another important contribution is how Dash & Dash (2007) define the supplementary materials which are considered as those helpful and improving materials used in quality teaching and learning procedure, clarifying doubts, teaching new concepts or improving the instruction. In addition, Tiwari (2008) define teaching aids as "devices presenting units of knowledge through auditory or visual stimuli or both with a view to help learning".

Supplementary materials can also have a variety of roles in the teaching-learning process. For example, for Spratt, Pulverness, & Williams the role of supplementary materials is to change the inappropriate material in the course book for one adapted to the particular needs and interests of learners, while the role of supplementary materials that Dash & Dash point out is to stimulate and to motivate children towards the learning task and further knowledge, reducing the excessive verbalism, and clarifying abstract concepts. Besides, these materials supplement the work of the teacher and help in the study of textbooks.

Tiwari points out also the importance of audiovisual aids in the fact that it provides learners with realistic experiences in the understanding of a lesson. The audiovisual aids have as objectives supplement the spoken words and the text books.

According to Spratt, Pulverness, & Williams, supplementary materials can be classified as Visual aids which include things as pictures that help learners to understand. Realia; which are all the real objects easily took into the classroom to help in the lesson teaching. Multimedia; here it is possible the use of technology as CD ROMS, labs, internet, etc. Audio-visual aids; which are the use of sound and visual systems in presenting and creating works. Meanwhile, Dash & Dash classify instructional materials among others in: Non-projecting materials; they are pictures, charts, etc. they can be shown, hang on the wall touched or handled for every child. Audio materials; they are radios, tape-recorders, etc. demanding the sense of hearing. Visual materials; demand the use of visual sense. Audio-visual materials; they appeal to both, vision and hearing senses. Hardware; which use computers for an effective instruction. Software referent to the programs produced by the hardware. Moreover, Tiwari mentions that the types of teaching aids are: Printed aids; which include periodicals, newspapers, books, etc. Visual aids; include slides, filmstrips, graphs, charts, etc. Audio-visual aids; are devices which by sight or sound increases audio-visual experiences. Technological aids; covering all kind of technological devises.

Subsequently to have analyzed every one of the above themes; which are all closely related to the process of teaching-learning, it is essential to insist in the importance of the use of supplementary materials in classroom activities to create a successful environment of second language learning. Many scientific studies have already been conducted in relation with the use of supplementary materials; therefore, it is possible to recall some of them in spite of providing a strong background to this investigation.

Shu-mei, Jonas, Chin-Hsin, & Cho-Ming (2010) affirm that listening and speaking are the most fundamental communicative skills to be mastered by Asian learners. They intended to prove how adapting supplementary materials into existing textbooks can enhance speaking and listening ability among Taiwanese college EFL learners.

This research was done with the participation of four sophomores listening and speaking classes from a Taiwanese university. The main mode of teaching was the use of some techniques as designed homework, progressive vocabulary and quizzes promote the listening and speaking proficiency and evaluate the results.

To analyze if there was any significant difference among the groups, pre-posttest were taken, and compared, in spite of finding any existing variety depending on the applied strategy. The implementation of supplementary materials into the classroom instruction resulted in a significant improvement in the learning process.

After finishing their investigation, they conclude that taking as a whole, "the use of supplementary materials applied into our target non-major English listening and speaking classes promoted students language skills".

Another scientific investigation referent to the use of supplementary materials was conducted by Makheimer (2011). He supported his investigation in an experiment following an intensive, concentrated exposure to authentic video material accompanying a language skills development remedial program and extensive videos, with the aim of measure improvement increases in oral, reading and writing skills, in sixty four students of EFL classes from the English department at King Khalid University of Saudi Arabia.

The investigation of Mekheimer was based in two volunteer groups of students who during two consecutive semesters in the academic year, participated in an experiment; where the first group received a video-based program in English grounded in the CNN videos and the second group the same texts but without the videos.

The performance of the two groups was analyzed using a pretest/posttest control group design. At the beginning of the experiment, both groups start without a marked difference in the four skills. However in the posttest part, an important difference favoring the experimental group, was evidence of the successful results of the use of videos in the process of teaching-learning all the skills in a foreign language.

Through this study, Mekheimer shows that the use of videos as supplementary materials in the process of teaching EFL results functional not only for obtaining improved results but also for the reason that it results more attractive for students.

Mekheimer concludes in the fact that there are significant differences along with the learning process of video-based and non-video-based instruction providing quantitative support for a further use of videos as material for EFL classes.

There are many supplementary materials which can be introduced into the EFL classes with the internet being one of the more popular examples. Kelsen (2009) through the conduction of his study propose to explore the use of YouTube as supplementary material in EFL classes, by analyzing the reaction of students towards the fact of using it to learn English. Here it is intended to motivate students to learn outside classes by providing them with You Tube programs as supplementary materials to regular classes.

To build up his theory, Kelsen considered two sophomore conversational classes from a private university in northern Taiwan. This was the only conversational language course for both mandarin-spoken groups. First of all a simple questionnaire was provided by the instructor inquiring gender, access to computers and previous experiences using You Tube.

Throughout the semester, the textbooks were supplied by materials from the YouTube website engaging students in a number of activities such as close worksheets completion, split viewing, watch and tell the story. All YouTube videos were presented during regular class time using a high speed internet connection and projector.

The You Tube videos included topics from the textbook, as vocabulary, names of people or places, current events, and music and videos. Each film was chosen according to the relevance of material covered in class without forgetting to provide additional information and background where necessary.

The results show a positive balance in the use of YouTube as supplementary materials in EFL classes since the Taiwanese students reacted optimistically under the external stimulus of YouTube video clips.

Kelsen concludes that the use of YouTube as an authentic supplementary material in EFL classes, and as a motivational instrument has a positive effect. You Tube can be incorporated in a multiplicity of activities, enhancing learning outcomes and providing an encouraging classroom atmosphere; therefore both, teachers and students should be aware of it at the moment of choosing supplementary materials.

More & Asis (2009) proposed in their research the question that helping students reformulate their written work at the macro level which means content,

relevance organization, coherence, and logic; results more efficient on-tape feedback than written feedback. On the other hand; written feedback results more efficient than on-tape feedback, when correcting errors at the micro level which cluster Grammar, the use of lexical items, spelling, and punctuation.

More & Asis in the conduction of this study implicated the participation of six groups of students from EFL courses at a post- intermediate level of expertise from a college in Argentina. Three groups were enrolled in the teacher training program and three in the translation studies stream.

In each program, two groups participated as the experimental and one as the control group. Both programs and their groups received the same written instruction during six weeks; and in the seventh week, the groups were given a topic and were asked to write a short opinion essay.

Two drafts were produced before a final report. The innovative group received taped feedback between the drafts and the traditional group received written feedback with codes. All the groups had a time limit for their first, second and final version respectively. Finally at the end of the writing cycle, students answered a semi-structured questionnaire.

More & Asis established a significant difference among the groups after taped, written feedback, and non feedback treatment. Results show taped treatment beneficial at the macro level and feedback treatment good at micro level.

They conclude that regardless of the used means, written or taped, responding to students' writing have a positive effect on learners. All the groups have had an important decrease of errors in the final version, except for the translation studies program.

Huifen & Tsuiping (2007) with the purpose of facilitating the second language reading comprehension appeals at the cognitive psychological theories supported in the use of multimedia; a combination of advanced organizer and visualization. These multimedia materials were combined with cognitive strategies with the aim of observing the effects caused on ESL/ EFL learners.

This study was conducted with the participation of 115 male and female students from a private University in Taiwan. The chosen students during the conduction of this study had already been learning English in Taiwan, but not one of them had the experience of living or studying in a foreign country.

This study used paper-based reading materials describing the human heart, the lessons tasks, and all the material was further developed into four computers-based modules with statistic or animated visuals and advanced organizer designed for this research. The instructional content was the same for all modules, dividing it into two stages. In the first stage students were provided with readings, meanwhile in the second stage, the research was conducted using a multimedia lab during normal hours of class.

They obtained as a result from this investigation, 65 students classified into low RPL and 50 students in a high RPL, and consequently with a higher score.

Huifen & Tsuiping concluded summarizing the major findings of the study into three main points: Firstly, dynamic visualization was not more effective than static visuals. Second, for an effective animation, and cognitive structures of learning, it might be used a question advance organizer. And third, if the point is to harmonize animation, the question advance organizer, results more effective than the descriptive advance organizer.

To conclude with the review of the literature, it is noteworthy to remark the importance of each one of the themes and the studies above mentioned in order to acquire a larger and wider knowledge of the significance and implication of the supplementary materials in the EFL process.

Results

Qualitative Tabulation

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

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

Author: José Raúl Morejón Clavijo

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

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

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

Author: José Raúl Morejón Clavijo

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

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

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

Author: José Raúl Morejón Clavijo

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

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

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

Author: José Raúl Morejón Clavijo

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

Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4th grade (8 years old appr)	5th grade (9 years old appr)	6th grade (10 years old appr)	Total	Percentage
		f	f	f	f	%
visual	Flash cards	1	1	1	3	10
	Power point presentations					
	Maps					
	Pictures			4	4	13,33
	Charts	1		1	2	6,66
	Handouts	1	2		3	10
	Posters	1			1	3,33
	Word cards		2		2	6,66
	White/black board	2	3	1	6	20
audio	Songs		1		1	3,33
	Dialogues	1		1	2	6,66
	Stories	2		1	3	10
	Tales					
	Story telling	1			1	3,33
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)		1	1	2	6,66
Online	websites					
Total					30	100%

Author: José Raúl Morejón Clavijo

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

Description, Analysis, and Interpretations of Results

This research was conducted through a qualitative and quantitative analysis of the different supplementary materials used for teaching English as a foreign language at a private school in Ambato to children in fourth, fifth, and sixth grades whose ages are between eight and ten years old.

The qualitative analysis was conducted in terms of pertinence, appropriateness and quality of the different supplementary materials used during this research study. And the quantitative analysis was based on the variety, and the frequency in which those supplementary materials were used.

Qualitative Analysis

Fourth grade/ eight years old

Flash Cards

The topic of the seventh class was Friends for Ever, and the aim of the class was to teach adjectives. First of all, the teacher organized the students in groups and gave them several flash cards with drawings of faces, animals and also adjective words like tall, small, fat, slim, young, old, funny, sad, happy, ugly, beautiful, intelligent, smart, etc.

Students then had to look at the pictures and read the adjectives from the flash cards to analyze and make comparisons on big or small sizes, happy or sad faces and so on, in order to learn the meaning and the use of those adjectives. Finally, each group had to write fifteen sentences using the adjectives and the first one who finished with the task, received an extra point as a reward.

The use of flashcards in this class was beneficial for the students who understood more and better the meaning and the use of adjectives. The pictures and

the words of the flashcards were clear and easy to handle by the children; they participated actively and enjoyed the class.

These flashcards were well elaborated with a respectable standard of quality and they were used appropriately according to the learners´ age and their level of comprehension and understanding.

Charts

The purpose of the class number six called Inventive Ideas was the teaching of vocabulary; for this reason, the teacher asked students to draw on a sheet of paper a chart and on the top of the page each student wrote the following category names: NAME, PLACE, ACTION, ANIMAL, OBJECT, VEGGY/FRUIT and TOTAL. The task consisted in choosing a letter from the alphabet and filling up the different category names with words starting with that letter.

The participant who finished first filling up all the categories shouted STOP! And all the others stopped writing, each written word had a worth of 50 points and the empty categories 0 points. The students summed up and wrote the quantity in the TOTAL category, and started again with a different letter, until the complete paper had been filled up.

This activity was good for practicing vocabulary, since all the students were trying to obtain the major quantity of points to be the winner and also the level of English needed to complete the task was not so difficult.

At the end of the activity all the kids were active and they wanted even more, because filling up in the chart was full of fun; the students felt the work was more akin playing a game and unlike normal English class. Therefore, the use of this chart as a supplementary material had a successful outcome.

The chart was well prepared according to the age and level of English of those students, who surely enjoyed the class; consequently, the chart used in the lesson as a supplementary material was appropriate and of quality.

Handouts

In the third class named Endangered Animals, with the purpose of teaching WH questions, the teacher divided the class into groups and gave to each group a photocopied handout containing WH question words, pictures of present and past animals and some clue words as prehistoric, modern, herbivores, carnivores and so on.

The task consisted in writing as many sentences as possible using all the pictures and words of the handout in ten minutes time. The students enjoyed this activity as all of them liked to write about animals; the class was a real give-and-take among the groups who offered their best in the creation of sentences.

The handouts used as a supplementary material for the teaching of WH questions were of a high standard worth, due to their good quality of impression and easiness of their instructions which caused a respectable acceptance of the students.

Handouts

In the eighth class named Giving Advice, the teacher prepared a handout game to teach the conditionals should, shouldn't and ought to. First, the teacher divided the class into three groups and gave to each group of students a photocopied handout and some dice to start the game. The task consisted in through the use of the dice go forward in the handout giving advice with conditionals depending on what is written on it. For example if in the first box is written I have no money the student had to give an advice as: you should work   and continued to the next box.

The handouts contained many writings as the one from above and the students had only to think of how to give an advice positively or negatively. The material used to develop this activity was used according to the requirements of the students in order to reach a better understanding of the theme.

The handouts were well designed with a content of quality, which was appropriate for the learners' age and level of understanding. This material was very useful and related to the theme. The children felt motivated to learn and all of them participated actively in class.

Posters

The ninth class was named Make your own team. The objective of the class was to practice making suggestions, giving reasons, and agreeing or disagreeing. The teacher divided the class into groups of six, and told them to start making suggestions, agreeing or disagreeing; they needed also to decide on an animal name and favorite color for their team.

First, the teacher told students to design a simple poster with the team name at the top; after, write an adjective which identify the team; and finally, the team´s favorite color. When the groups had finished, they displayed the posters on the walls and selected one group spokesperson. All the students walked around the class and the spokesperson was in charge of telling the rest of students why it was the best team name.

After students had visited every poster, the teacher told them to take a sheet of paper and write down the name of the poster which they think was the best. Then, she collected the sheets of paper and enounced the winning team. It was a hilarious

class for the students, the level of English was not so complex for them, and the only idea of being the winners pushed them even more.

The posters used as a supplementary material for developing this kind of activities had resulted beneficial for kids learning English as a second language for the reason that they did not feel like receiving class; contrary, they felt like sharing good times together.

White/black board

The topic of the first class was about Animals, Past and Present and with the objective of teaching comparatives, the teacher started by asking some short questions about the fastest and the most dangerous animals, and then students answered those questions and drew on the board small and big animals as well as vehicles, faces, books, among others.

All those drawings were used to compare using big-bigger, fast-faster, tall-taller, happy-happier and so on. It naturally went into the students' head surrounded within an appropriate and natural context closely related to the students' English level and understanding.

The class was interactive and easy to understand by the students who participated actively eliciting themselves the rule of comparatives and writing and highlighting the right answers on the board; even more, the students started trying to use comparisons between them such as: I am taller than you.

This activity was appropriate for the students´ age and level of English. The white/black board as a supporting material was used pedagogically and with quality, allowing students to understand in an easier way the use of comparatives and how they should be used within sentences

White/black board

The topic of the fifth class was How is Your Life Different Now? , with the aim of teaching differences between the past time and the present time through the terms used to and use to. The teacher divided the class in three groups of students; at that point, the white board was also divided into three sections in which the students of each group had to write sentences as: I used to walk to the park, now I use to ride my bike.

This activity was appropriate for the age and level of English of the students, attributable to the fact of the easy application of the terms used and use to. Most of the children were able to write simple sentences on the board using those words.

Through this activity, the class not only was refreshed but also generated a list of relevant vocabulary around the theme. The class became also a bit noisy attributable to the fact that every group was trying to be better than their opponents, all the teams were shouting at the same time apparently out of control, but quiet enjoyable atmosphere invaded.

The white board used as a supplementary material to develop this type of activities in the teaching process creates a good mood for students. Consequently the quality of this material is undoubted. It was used appropriately and it was useful for teaching use and used to.

Dialogues

The second observed class was about Extinct Animals. With the purpose of teaching simple past tense, the teacher divided the class into groups of four students; once the groups were conformed, both teacher and students read a story about the

extinction of the dinosaurs; then, the students in their groups had to brainstorm ideas about dinosaurs and prepare a dialogue to expose to the class.

The students constructed some short and simple dialogues due to the fact of their basic knowledge of English and also due to the fact of the short ten minutes time given to develop this activity.

This activity was a bit difficult to carry on by the students attributable to the complexity of the past tense especially with the use of irregular verbs; the dialogue was a good material to clarify some of those problems, but it was not enough to fulfill the complete understanding of the class.

Dialogues are very good to enhance vocabulary and pronunciation; this is a useful tool in the teaching process, but it needs enough time to be developed appropriately. In this class the time was an unwanted factor which did not help to explode all the potential of this material.

Stories

The tenth class was It´s a Date. With the goal of introducing students the understanding of the relationship of ideas in an essay through a paragraph-ordering activity, the teacher handed a photocopy of a story of the Festival of Light in Thailand to the students and asked them to read it and to write down in the notebook the most interesting parts of the story with the aim of making sentences using those words in a paragraph style.

This activity resulted too complicated for the students since they did not know how structure a paragraph; even more they did not put enough strength in developing the activity which resulted boring and little dynamic. Therefore the objective of the class was unaccomplished.

Stories

The theme of the tenth class was It`s a Date, the objective of this class was to introduce students the understanding of the relationship of ideas in an essay through a paragraph-ordering activity, the teacher divided the class into three groups and gave to each group a story named Festival of Light in Thailand.

Due to the fact that the first attempt to introduce this class was a failure, the teacher used a new technique called Running dictation. To accomplish with this task, into the groups was named a secretary in charge of writing the story, and the rest of the group had to read a bit of it and go running to the secretary to dictate what they had read, and the group which had written the exact or the closer story compared with the original was the champion, obtaining an extra point reward.

This activity was more enjoyable for the students who participated more actively in the lesson and also they understood a bit more the idea that was being introduced (Paragraphs). They had some problems with the spelling, but the story copied by the secretaries resulted understandable.

The proposal of introducing paragraphs was good, but did not get the expected results, even though in the second exercise resulted much better, the level of English of the students was not good enough to respond to the requirements demanded in this kind of exercises.

Storytelling

The theme of the fourth class was In the Old Days. With the objective of reinforcing the simple past tense, the teacher divided the class into groups of ten students and requested into the groups to sit around in a circle; then, the teacher asked a student to say a sentence in a story form such as: "Once there was a town".

The next child had to repeat that sentence and add something more to it as "Once there was a town called Georgia".

In this way the students kept building up a fiction story as well as remembering what the previous sentences were. The student who forgot any earlier sentence had to leave the game, and the group which created the longest story was the winner.

The storytelling activity was full of fun since not only improved the student´s memory but also encouraged him/her to be creative in telling the story and to be more competitive and participative in the class.

At the end of these class´s goings-on, most of the students were pleased with the employed way of the teacher to reinforce the knowledge of the simple past tense. The class time was of great quality, and the most important part was that the students understood much more about the simple past and how to use it.

Learning Styles

After observing the ten classes of English as a foreign language in fourth grade to eight years old children, it was possible to see that all the supplementary materials were elaborated according to the different learning styles since these materials were inclusive and wanted the direct participation of each student.

All of the supplementary materials used in this course were pertinent and appropriate to the level of students´ understanding. It was possible also to detect that the supplementary material used in the EFL curriculum of this particular school was elaborated exclusively under the teacher responsibility.

Most of those materials were clear and understood by the students, even when few of them were too complicated by the level of English shown in this course. Also

it is worth remembering that all the supplementary materials used in this course were closely related to the topic being taught.

In terms of quality, it was possible to observe that all the supplementary material elaborated by the teacher was clear and professionally detailed with the aim of reaching the students´ knowledge.

Fifth grade/ nine years old

Flash cards

The theme of the first class was Travel Trouble and with the aim of teaching the past continuous tense, the teacher started by sticking some flashcards with actions such as to read, to argue, to play the piano, to fish and so on the board. First she asked the students to watch what each person in the flashcard was doing, using the present continuous tense. Then the teacher collected the cards and asked students to remember what the person in the first card was doing, what the person in the second card was doing and so on, encouraging them to use the past continuous, after a quick explanation of how it is formed.

The teacher divided the class into two teams and created a space where one team was sitting in chairs together and the other team was standing up without tables in their way. The team sitting down closed their eyes, and the group standing up was shown a flash card with an action e.g. playing basketball. That team silently acted out the action until the teacher said FREEZE, then every member of the team froze in their current position and held. The other team opened their eyes and saw the frozen actors, and they tried to guess at what team two was doing.

The flashcards used in this activity were clear and related to the theme of the class. The students understood the notion of past progressive and picked up some

differences with the simple past tense. This supplementary material was elaborated pedagogically and accomplished the desired objective.

Handouts

The name of the second class was In Touch and with the objective of teaching WH questions, the teacher distributed an invitation handout to a birthday party of Mickey Mouse with the date, place, time, and student's name in blank to be completed.

First of all the teacher wrote on the board the five WH questions as follow: Who = Person - What = Object or thing - When = Date Where = Place - Why = Reason, and then made a brief explanation of how to use WH questions to complete the invitation handout. The students had to work in groups and write questions and answers similar to this:

Question: What is this? Answer: This is an invitation.

Question: Who is Mickey Mouse? Answer: Mickey Mouse is a mouse.

Question: Where is the party? Answer: At Mickey Mouse House.

Question: When is the party? Answer: On Sunday, June 1st, 2010.

Question: Why is Mickey Mouse having a party? Answer: It's his birthday.

Finally, once they had all known the necessary information about the use of WH questions, they completed the invitation handout and handed it to the teacher to be graded. This was an excellent material to arrive at the understanding of WH questions, simply elaborated but with a high standard of effectiveness.

The handouts were well elaborated according to the level of English and the age of the learners. This supplementary material was of good quality and related to the theme being taught.

Handouts

The lesson number nine in the class named And the Beats Goes On, had the objective of practicing using new vocabulary to describe animals and to practice asking questions using the verb to be to reinforce meaning and pronunciation. To develop this activity, the teacher gave a photocopied handout to the students containing a list of animals and adjectives.

To help with the understanding of the adjectives from the handout, first the teacher explained the meaning of adjectives, and then the students had to match the corresponding animal with the adjective from the handout to finally write sentences about this in the notebook.

This handout worked properly with students of that age, and also because the level of English needed to develop this activity was not so exigent, the class resulted in being interesting. The quality of the material also was good, and entirely related to the theme being used.

Word cards

The theme of the third class was Put on Your Thinking Cap. With the aim of reinforcing verbs, the teacher took some word cards written with regular and irregular verbs. She divided the class into groups; then she distributed the word cards among the students.

The task consisted in reading the verbs and then acting them out whilst the other groups had to try and guess the name of the verb.

This guessing game using the word cards resulted in being enjoyable for the students who learnt new verbs and also helped them remember and master the ones

which were already familiar to them. The most difficult part was when they tried to learn the past tense of the verbs, especially the ones related to irregular form.

The material used was of a good quality and while not working out perfectly, it at least helped the students to learn a few new verbs which were used subsequently for writing sentences and reinforcing their acquired knowledge.

Word cards

In the lesson number ten named And the Beat Goes On; with the objective of teaching the present perfect tense, the teacher divided the class into two groups and gave to the first group some word cards containing questions in present perfect tense such as:. Who have you told a secret today? And the other group had to answer those questions in the same tense.

After finishing with the questions, the students had to switch roles allowing those who asked the questions to answer them and vice versa. This entire workout had to be written with the aim of reinforcing the learning and understanding how the present perfect is structured.

This word card presentation was applied correctly according to the age and level of English of the students. They enjoyed doing this task and since the questions were already designed, they became more confident at the moment of inquiring their partners.

The word cards used as supplementary material to emphasize the topic of the class were well structured and strictly related to the subject being studied at that moment. All the questions were clear and easy to manage making it suitable material for the class being undertaken

White/black board

The class number four called What´s on TV was developed with the aim of reinforcing the present simple with emphasis on the third person singular. First of all, the teacher wrote about twenty sentences on the white board. Some of the sentences were grammatically correct while some were grammatically incorrect.

After that, the teacher divided the class into four groups and gave to each group twenty credit points to be used for betting in favor of the right or wrong sentences. To avoid cheating, the students had to write on a piece of paper the right and wrong sentences and the points being bet for each one.

Finally, the teacher read out the right answers one by one and all the points left remaining after the bets were given to the students as a grade. This activity was enjoyed by the students who put all their effort in choosing correctly so as to retain as many points as possible.

The white board was used appropriately for developing this activity since it was easier for the students to visualize all the sentences and the correct conjugation of the verbs used to carry out the exercise. This material was an excellent material, very pertinent and appropriate to the students´ age and level of English.

White/black board

The activity prepared to impart upon class number six was called magic marker. Its objective was to teach the passive voice in the class named Product and Process; the teacher divided the class into three groups and also parceled the white boar into three sections.

The task consisted of each group creating a story using the passive voice The teacher told to the students that the markers were magic and with it, it was possible to

write wonderful stories. The teacher wrote the first sentences for each group and they had to continue making sentences using the last written word as the beginning of the next sentence such as: The world is made of chocolate. The next sentences could be: The chocolate is enriched with vitamins. The vitamins are recommended by the doctor, and so on.

This group activity was good for reinforcing the use and structure of passive voice. All the students participated in their groups by writing on the board and sharing some ideas to accomplish the task. Furthermore this activity was developed according to the age and level of the students.

In reference to the quality of this supplementary material used to teach the passive voice, it is important to remark that it was correctly planned, being this notorious when most of the students understood the topic of the lesson.

White/black board

With the aim of practicing the use of adjectives that describe people and parts of the body and also practicing asking simple present tense questions in the class number eighth named And the Beat Goes On, the teacher divided students into pairs and wrote on the board the following three headings: Describing parts of the body, parts of the body and describing the person.

The teacher started by giving them a list of adjectives which had to be placed by the students under the corresponding column. When enough words had been written on the board, the teacher asked students to suggest any change the pupils wanted to do and if a change was made, the student had to explain why.

This activity was very engaging and dynamic; the students interacted actively during the whole process of the exercise. The level of English needed to develop this activity was basic; therefore most of the students were able to participate well.

The quality of this supplementary material was easily elaborated but deeply educative. After this class most of the students understood the parts of the body, some adjectives including how to use them.

Songs

With the objective of teaching pronouns and possessive pronouns in the fifth class named In Touch, the teacher brought in and handed out photocopies of the song "He stopped Loving Her Today" where all the pronouns had been deleted. At that point, the teacher explained the dynamic to the students who had to fill in the blanks with the pronouns and possessive pronouns and immediately started playing the song.

To accomplish with this activity, the students had the possibility of working alone or in groups. The selected song was clear enough but the students needed many times to complete the task due to the low level of English shown by the class.

Referent to the quality of the material, it is worth adding that the photocopied song and the song itself were judiciously selected. The melody was clearly related to the theme of the class and the CD player functioned according with the expectations of the teacher.

Realia

The name of the seventh class was Did you Ever Wonder? And with the objective of teaching about adverbs of place, the teacher brought to the class some plastic animals and gave them to some students around the class. First of all, the

teacher wrote on the board the prepositions of place, and after giving a short explanation about them, divided the class into four groups with the aim of writing sentences using those prepositions.

To accomplish this task every group had to observe where the plastic animals are and write about it, e.g. the caw is behind Martha's seat. The cat is in front of Pedro's chair, and so on. The activity proved to be easy enough for the students who were participating actively of this exercise.

The introduction of real objects into the class proved to be a good choice as the students enjoyed playing with the toys and what is more most of the class benefited from this style of learning prepositions of place.

Learning styles

All the supplementary material used for teaching English as a foreign language in fifth grade to children of approximately nine years old, were appropriately used according to the age and level of those youngsters. The teacher chose them methodologically in order to achieve the best results.

The materials were focused on covering the different needs of the students even when some of them did not put the enough strength into learning the topics taught. Anyway, most of the applied supplementary materials accomplished with the teacher and students expectations.

All the supplementary materials used in fifth grade were elaborated according to the different themes to be treated; they were of an excellent quality in terms of the kind of materials used as well as the applied pedagogy. Therefore, their application and usage inside the classrooms rested on the teacher´s professionalism only.

Sixth grade /ten years old

Flashcards

In the third class named Think Before You Act, the aim was the teaching of adjectives. The teacher brought in some flashcards containing drawings and adjectives. She divided the class into four groups and distributed the flashcards. The students had to act in order to represent the adjectives and the group who had guessed the most adjectives obtained an extra point as a reward.

These flashcards were appropriate for the age and level of English of the students who enjoyed the activity. Especially regarding to the part where they acted. The entire course group was submerged in a fun time, full of smiles and a competitive spirit going around the class since there was a reward for the best group.

This supplementary material was of good quality. The drawings were clear and well-structured which led to students easily identifying which adjective had to be acted out.

Pictures

The first class named Knit A Colorful Outfit was used as a way of reinforcing vocabulary already learnt about colors and also introducing new words related to clothing. The teacher brought in pictures of persons fabricating and pictures of typical knitted cloths that are regularly produced in Ecuador and placed them on the board.

The teacher asked the students to look at the pictures and brainstorm all the names of colors and cloths that they knew and write them down in the notebook. After that, the teacher read a short paragraph about some people that knit and

produce their own cloths. She asked students to draw pictures of people knitting something and then write sentences about their drawings.

All the students were pleased undertaking this activity. The words used were easily understood by them and the objective of the lesson was consummated effectively due to the acceptance reached by the used supplementary material.

Referring to the value of the pictures used as a supplementary material to carry on this class is prized to say that those were much related to the theme of the class. The pictures were very effective and worked well in conjunction with the theme.

Pictures

With the aim of practicing listening and speaking in the second class named Know it? Show it! The teacher brought into the class some pictures containing different shapes, numbers and letters of not specific object or theme. The teacher asked a single student to look at a picture and describe it to the rest of the class. They would then draw that picture by following the given instructions..

After finishing the description, the student who had the most accurate reproductions of the picture took the turn to describe the next one. This activity encouraged both, the describer to look carefully for every detail and the rest of students to listen carefully to the instructions being given.

This activity was used appropriately with the kids who enjoyed a lot trying to understand and follow the given instructions to reproduce the picture on the paper as accurately as possible. The vocabulary from the pictures was short and simple; therefore, the task resulted hilarious and uncomplicated.

The pictures were elaborated according with the theme of the class. The quality of this material was evident at the moment that the students were developing

the assignment. The instructions were easy to follow and during class time the students were concentrated on listening carefully to the instructions.

Pictures

In the fifth class which name was A World of Records, the objective was the teaching of comparatives. The teacher gave to the students a blank piece of paper and asked them to draw a cat, a dog or a giraffe on it. Once the pictures were ready, the students were grouped according to the kind of pictures they drew, for example cats with cats, dogs with dogs, and giraffes with giraffes to write sentences comparing the pictures such as: My cat is smaller than yours.

When everyone had finished, the students showed their pictures and read their sentences, asking the rest of the groups if they agree or disagree. This activity was useful to strengthen the definition of comparatives.

This picture had the desired effect into the students; they got engaged in the class and they all participated actively; first of all, due to the easiness of the supplementary material, secondly due to the quality of the teaching time and finally because they did not feel like it was studding but more like playing.

Pictures

The name of the class number nine was Mysteries, Past and Present. With the aim of teaching past progressive, the teacher divided the class into groups of six to eight students and gave to every group the same photocopied picture with lots of activities on it.

The task consisted in writing as many sentences as possible in fifteen minutes time using the past progressive. All the sentences were written at the base of the

different activities from the pictures and the team with the most correctly written sentences won.

All the drawn activities in the picture were clear and pedagogically elaborated according with the level of English showed by the students. The class was interactive and the theme of the material closely related to the topic of the lesson.

The use of pictures as supplementary materials was of great benefit to the students and they enjoyed the class and due to the good quality and understandability of the activities in the pictures. This task was easily accomplished.

Charts

The seventh class named Adventures had the objective of teaching WH questions. For this; the teacher drew a chart on the board with each type of WH questions in separate columns. She asked the students to copy the chart and to write sentences with each WH question word following the instructions of the teacher.

The task was easily followed by the children who interact with the teacher with ideas and opinions as a consequence of their interest in the theme. The students were attentive to each instruction and tried to write as many sentences as possible according to their age and basic knowledge of English.

The chart helped the students to participate and act in the class where most of them were cautious and shy before the uses of this supplementary material. After a few minutes of the flinched game, most of the students start asking questions which lead them to complete the chart.

The chart as a supplementary material was appropriate and pertinent to the learners´ age and level. The quality of this material leaded students to understand how to use WH questions.

White/black board

Class number eight was named Amazing People, and it had the goal of reviewing vocabulary related to animals, colors, and adjectives. To garner interest in the class in a lively way the teacher divided the class into groups of eight with a secretary for each group. Each secretary stood in front of the class and divided the white board in columns for each group.

The duty consisted in writing as many names as possible (Only the secretary writes) with the assistance of the group. First item in the list was animals, then colors and finally adjectives. Each correct word had a value of one point with the total being summed up at the end of the exercise.

The white board exercise was well accepted by the students who participated actively in this game and furthermore, they did not find the task too difficult for. They contributed with many suggestions with the intention of being the leaders of the contest, resulting in quality lesson which fortified vocabulary.

Dialogues

The topic of the sixth class was Mysteries Past and Present, where the aim was teaching differences between the past and the present through the terms used to and use to. The teacher started by explaining the dynamic of the task where each person said a word associated with the word previously said by the partner, for example: The first student said "I used to sleep a lot"; the second student said "me to, but now I use to sleep less time", the third student said "that is good, I used to like bread"; then the fourth student and so on.

The dialogue progressed in such a way that the last person had to conclude the dialogue offering each other a goodbye. This activity was excellent to induct the

participation of all the students who not only practice the speaking but also the listening part.

This dialogue resulted very helpful for students with a basic knowledge of English due to the informal way of speaking and due to the fact that most of the sentences were made with used and use to, the students all participated animatedly making learning a fun experience.

The use of this dialogue as a supplementary material was pertinent and appropriate for the age and level of students and it was a quality source for learning this theme.

Stories

To impart the class number ten called The Movies and with the objective of teaching the untrue conditional in the present tense, the teacher divided the class into groups of five students and asked them to contend building on a story by taking the result of the previous sentence and turning it into an if clause, for example. Student one: If I lived in China, I would speak Chinese. Student two: and if I spoke Chinese, I would understand Chinese people. Student three: And so on.

The Stories had to be written by the groups, and whoever finished first received a grade of 20 points as a reward. Due to the age and level of English of the students, this task became a bit difficult, especially in recognizing the variations between the different conditionals.

The idea of building on stories from the unreal conditionals was good, but this kind of activities can be better developed by native speakers or by someone with a higher level of English. It was noticeable in the fact that even when the students were

consulting and helping each other within the groups, the given task was far from being readily understood.

Realia

The name of the fourth class was Our Stories. With the objective of teaching prepositions of place the teacher divided the class into two teams. She placed five chairs in a cross form for each team and the rest of chairs were placed in a corner, then she chose one student from each team to sit down in the middle.

First of all, the teacher and students together discussed all the prepositions of place and then she explained that the student seating in the middle had so shout something as: "The chair behind me is empty, and I want Marcelo to sit there" then Marcelo had to shout again and so on, Finally, the team whose members had finished seating first, was the winner.

The chairs were used as a supplementary material in this activity. The Realia was very effective for teaching adverbs of place. The class was carried out according to the age a level of English of the students and since it was a competition game, the students were very active and cooperative.

The use of the chairs to explain preposition of place worked very well, it was a supplementary material of quality because it was easier for the students to understand the meaning of preposition as they physically had to place themselves where their partner has asked them to sit down.

Learning styles

From the ten hours class in sixth grade with ten years old children, it was observed that all the used supplementary material was pertinent to the themes of the lessons taught. The relevance of the different supplementary materials applied in this

grade is in the fact that all of them were planned according with the curricula and not a simple experiment to observe the children's response.

The elaboration of these materials had a positive effect on the diverse learning styles, since there were a variety of activities involving every one or at least most of the students. Also is worth adding that these materials were elaborated according with the age and level of English shown by this grade.

All the supplementary materials used with students of sixth grade were elaborated pedagogically and with the quality required for a class in which English was imparted as a foreign language. Therefore, all the necessary aspects within the process of teaching-learning were covered.

Quantitative Analysis

This part deals with the analysis of the variety and frequency in which the different supplementary materials were used in EFL classes, specifically in fourth, fifth, and sixth grades of a private school in Ambato during ten hours per grade. The variables proposed for this research are divided into five main groups of supplementary materials which are visual, audio, audiovisual, realia and online.

The first main group of supplementary materials includes flashcards, power point presentations, maps, pictures, charts, handouts, posters, word cards and white/black board. While the second group consists of songs, dialogues, stories and tales. Videos, movies and documentaries belong to the third group of audiovisual materials. Besides, objects (toys, plants, fruits) are considered part of the realia materials. Finally, the fifth group that is online is focused on using websites as a supplementary material.

Specifically, the supplementary materials used in fourth grade during the ten hours of observation were: Visual and Audio materials. Visual materials such as flashcards, charts, handouts, posters and white/blackboard were the most used in the class; while audio materials such as dialogues, stories, and storytelling were used in a lower degree. Finally, audiovisual, realia and online materials were not used at all. These results are clearly represented in the following graphic.

Graphic 1
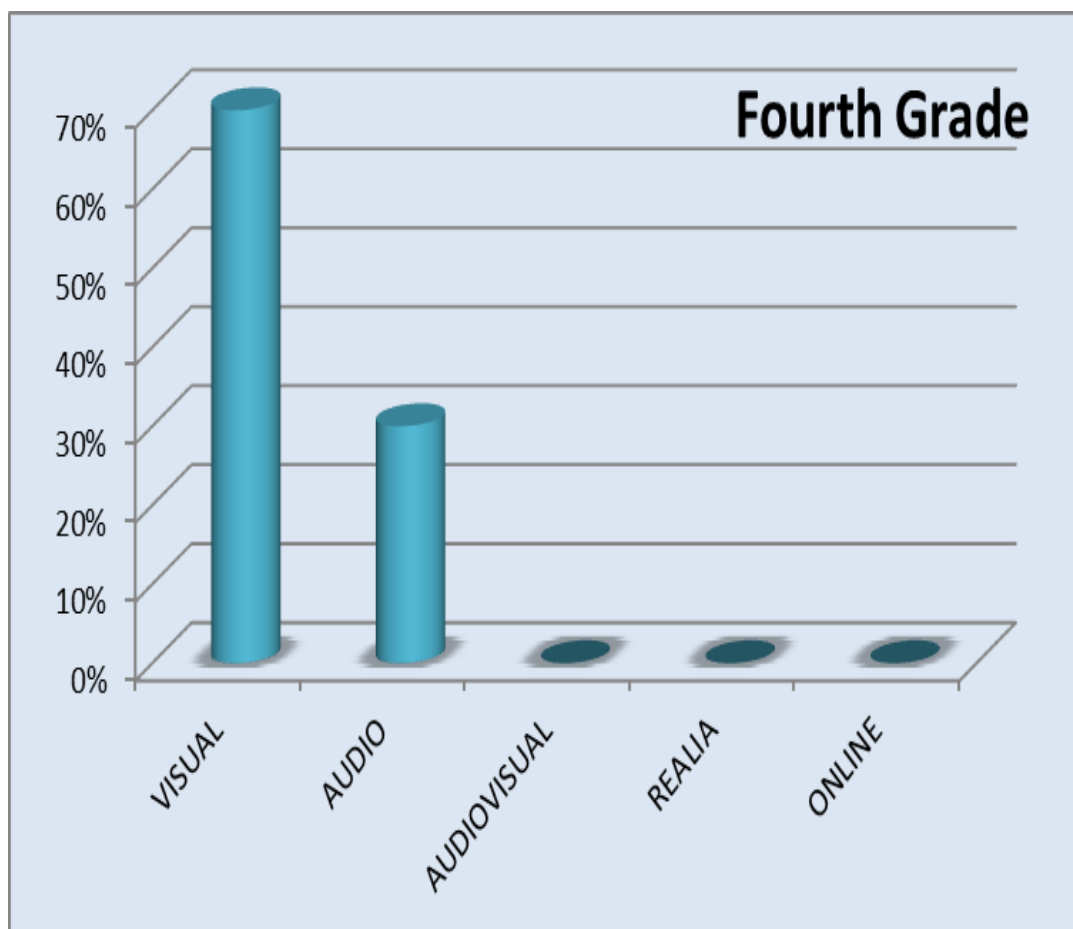
Author: Morejón Clavijo José Raúl

Regarding to the analysis of the use of supplementary materials in fifth grade during the then hours of observation, the results were that visual, audio and realia materials were used in the class. Visual materials such as flashcards, handouts, word

cards and white/black board; audio materials such as songs and realia like toys were mostly used in the class, while audiovisual and online were not used at all.

The results of the use of supplementary materials in fifth grade are graphically represented as follows.
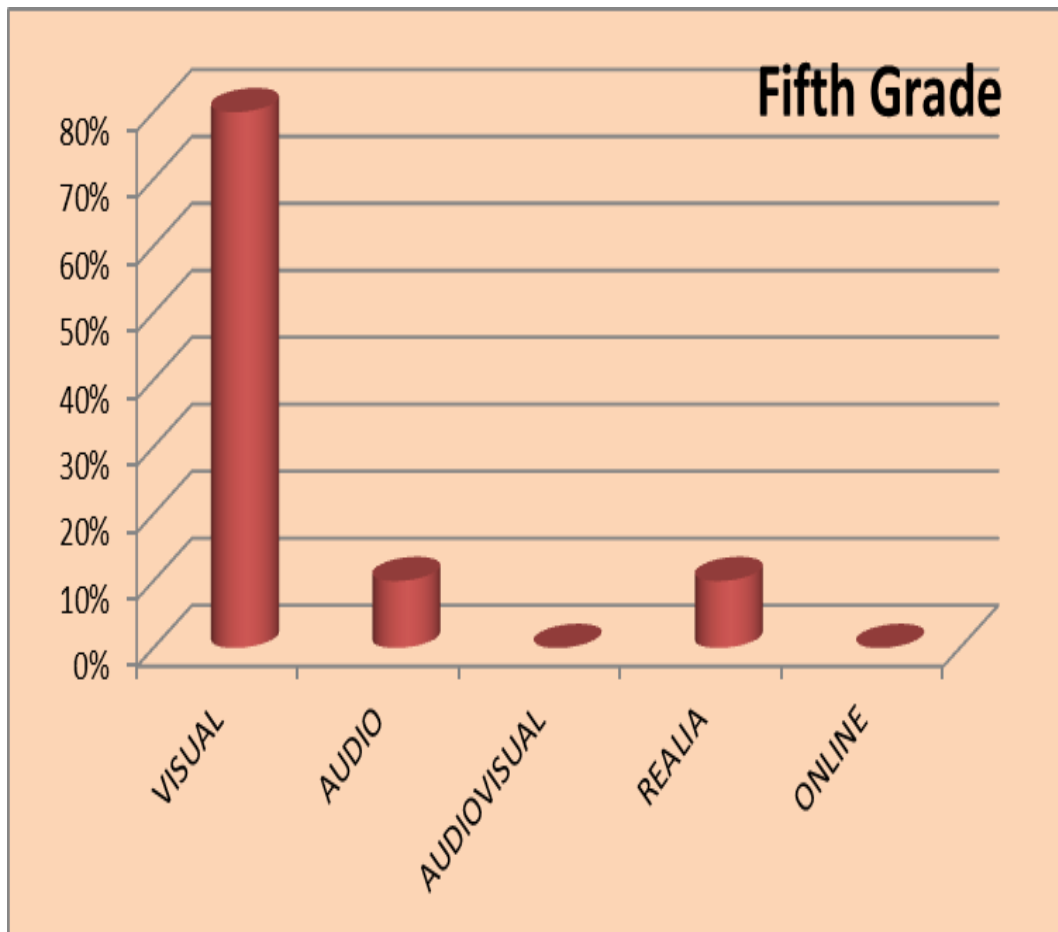
Graphic 2

Author: Morejón Clavijo José Raúl

The result of the analysis of the use of supplementary materials in sixth grade during the ten hours of the observation shows that visual, audio, and realia were used. Visual materials such as flashcards, pictures, charts and white/black board as well as audio materials such as dialogues and stories and finally realia like chairs

were used during the lessons whereas audiovisual and online materials were not used. These results are represented in the following graphic:

Author: Morejón Clavijo José Raúl

According to the previous analysis it is relevant to compare the variety of supplementary materials in the three grades. First, visual aids are the most used by fourth, fifth and sixth grades with an average of 73.33% of use. Second, audio materials were also used in the three grades, having a final average of 20% of use. Third, Realia was used in the three grades with an average of 6.66%. Lastly, audiovisual and online materials were absent when observing the classes. This analysis is shown in the following graphic:
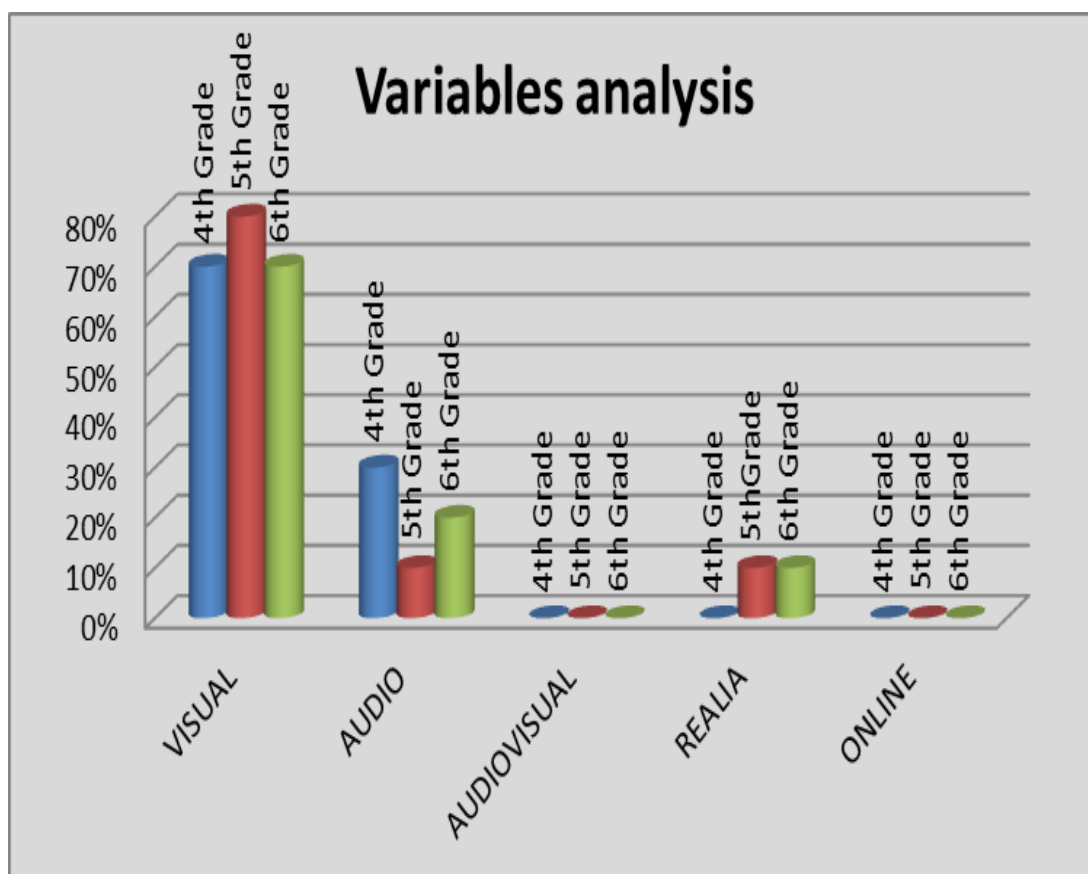
Author: Morejón Clavijo José Raúl

The supplementary materials used for teaching English in EFL classes in fourth, fifth and sixth grades were as well classified starting from the mostly used variable in the following order:

White/black board with six times, pictures with four times, flashcards, handouts, and stories with three times each, charts, word cards, dialogues and realia with two times each; and finally posters, songs, and storytelling once each.

Additionally, it is important to analyze the percentage of times that each supplementary material has been used in the three grades, in order to have a broader outlook related to how the students of English as a foreign language are being taught in Ecuadorian schools.

Percentage of the supplementary materials used

in fourth, fifth and sixth grades

White /black board
Pictures
Flashcards
Handouts
Stories
Charts
Word cards
Dialogues
Realia
Posters
Songs
Storytelling
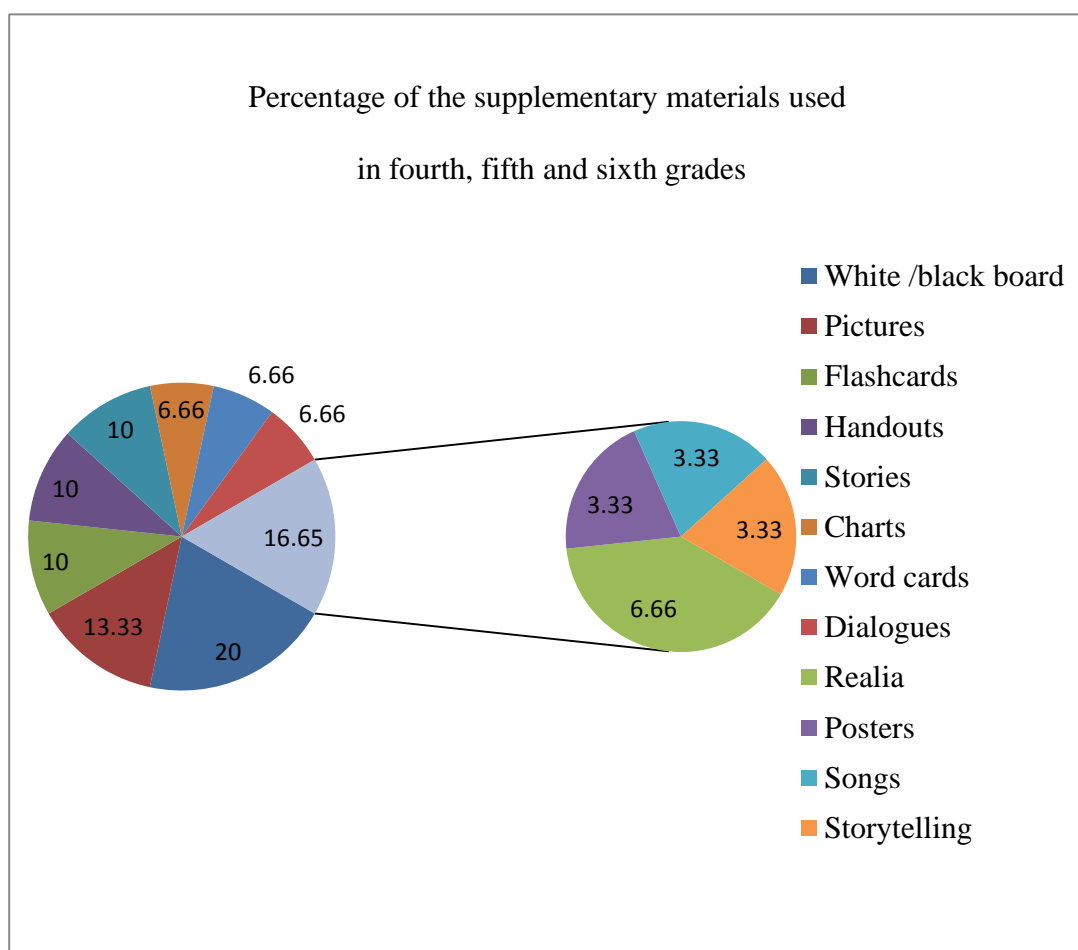
Author: Morejón Clavijo José Raúl

Comparing the percentage among the variables proposed for this investigation; it was clear that the White/black board was the most frequently used supplementary material with six times, representing a 20% from the total, followed by pictures with13,33%, flash cards, handouts and stories with 10% each, charts, word cards, dialogues and realia with 6,66% each and posters, songs, and storytelling with 3,33% each, giving a grand total of 100% of the use of supplementary materials for teaching English to children in EFL classes.

Conclusions

- Through the conduction of this research, it has been determined that visual and audio aids were the most used variables in fourth, fifth and sixth grades; being the white/black board the most used supplementary material during the period of thirty hours of class observation.

- The supporting materials used for teaching children in EFL classes in the three grades were flashcards, pictures, charts, handouts, posters, word cards, white/black board, songs, dialogues, stories, storytelling and realia.

- Most of the supplementary materials used for teaching English in EFL classes at this school in fourth, fifth and sixth grades were elaborated pedagogically, considering the terms of pertinence and appropriateness. With regard to the quality, it is worth adding that all the supporting materials used during this research study, were clearly related to the topic and well detailed by the teacher.

- According to the quantitative analysis and from the thirty hours of class observation used to conduct this research, it has been possible to determine that audiovisual and online variables are not being used at all to impart EFL classes in this private school.

- This research demonstrates that the use of supporting materials for teaching English in EFL classes are powerful tools with much to offer to the field of English Language Teaching; through the use of these materials, students get engaged in genuine activities that fit their needs, so that they become more active and independent learners.

- Through this study, it has been demonstrated that the use of supplementary materials applied to the teaching-learning process helps to accelerate the learning of English as a foreign language, improving the skills and the abilities of students especially in the beginning levels.

- This investigation has shown that the use of supplementary materials in the teaching–learning process in EFL classes is a matter of the teacher creativity only, since there is not a lesson plan in the curricula which already includes the use of teaching aids to reinforce or complement the normal activities of the course book.

- From this research it was also observed that it is not only the use of supplementary materials which guarantee the success of the topic being taught but how these materials are being used; and at this point, it is essential the creativity and ability of the teacher for making the class more interesting and interactive.

Recommendations

- The use of supplementary materials in the process of teaching-learning, should be compulsory and not only a matter of causality or as a complement to the class book, since these materials are beneficial for the students who get more involved and motivated in the class.

- It may be recommended that both teachers and students must be implicated in inventive forms to incorporate the use of supplementary materials in daily classroom activities to increase learning outcomes and provide a positive classroom environment.

- In the process of teaching English as a foreign language, all the schools teaching EFL classes should invest much more in technology with the aim of creating up dated environments in which children can learn and develop their natural skills.

- The lesson plans should be elaborated including any activity where the use of a supplementary material is already written. In this form, every teacher would know what to do and the more importantly, every teacher would know how to make the most of a class using a supplementary material.

- The teachers should be prepared for elaborating and applying the different supplementary materials since there is not only the fact of presenting a class through the use of supplementary materials but it is required to know how to use that material in order to improve the class.

- Through this study, it is recommended the use of supplementary materials to be applied to the teaching-learning process since it is a powerful tool that improves and accelerate the learning of English as a foreign language.

- For further investigations related to the use of supplementary materials, it is recommended not to talk about the topic to be researched with the teacher directly as this will disrupt the natural flow of the class plus if the teacher knows that he/she will be observed as in this investigation, he/she will be better prepared in using supplementary materials – this is good but it does not reflect the reality of the class.

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Formats for the presentation of results: Qualitative Tabulation

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

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

Author: José Raúl Morejón Clavijo

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

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

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

Author: José Raúl Morejón Clavijo

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

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

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

Author: José Raúl Morejón Clavijo

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

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

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

Author: José Raúl Morejón Clavijo

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

Formats for the presentation of results: Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4th grade (8 years old appr)	5th grade (9 years old appr)	6th grade (10 years old appr)	Total	Percentage
		f	f	f	f	%
Visual	Flash cards					
	Power point presentations					
	Maps					
	Pictures					
	Charts					
	Handouts					
	Posters					
	Word cards					
	White/black board					
Audio	Songs					
	Dialogues					
	Stories					
	Tales					
	Story telling					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	Websites					
Total						

Author: José Raúl Morejón Clavijo

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

Anexo Nº 5

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _____ CLASS Nº ____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

_____

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

Visual	flash cards	
	power point presentations	
	maps	
	pictures	
	charts	
	handouts	
	posters	
	word cards	
	white/black board	
Audio	songs	
	dialogues	
	stories	
	tales	
Audiovisual	videos	
	movies	
	documentaries	
Realia	objects (toys, plants, fruits)	
Online	websites	

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

_____

Was it used appropriately in relation to the topic of the class?   yes____   no ____   Why?

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

Was it elaborated and applied with creativity and originality? yes___ no__ Why?

_____
_____

Were students motivated with the presented material? yes____   no_____   Why and How?
(For example, activates participation, awakes students' interest and curiosity)

_____
_____
_____

How do you consider the quality of the used material?

_____
_____
_____

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( )PRIVATE ( )

DATE: _____   **CLASS Nº**__

GRADE: _____

PREGUNTAS	SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?		
¿Te ayudó a entender mejor el tema de la clase?		
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?		
¿Con que materiales crees que aprenderías mejor el tema de clase?		

VISUALES		AUDIO		OBJETOS REALES	
• flash cards	( )	• canciones	( )	• objetos:	( )
• diapositivas	( )	• diálogos	( )	(juguetes, plantas, frutas,	
• mapas	( )	• historias	( )	etc.)	
• gráficos o fotos	( )	• cuentos	( )		
• tablas u organizadores gráficos	( )			**ONLINE**	
• hojas con actividades	( )	**AUDIOVISUALES**			
• posters	( )			• websites	( )
• tarjetas con palabras	( )	• videos	( )		
• pizarrón blanco o negro	( )	• películas	( )		
		• documentales	( )		

¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?

_____

_____

¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?
( ) siempre   ( ) de vez en cuando

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _____   **CLASS Nº**___

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:

_____

_____

_____