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The use of supplementary materials for teaching children in EFL classes

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CERTIFICATION

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CERTIFIES THAT:

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

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

Loja, Mayo del 2012.

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Author

*A mis padres, Jaime y María Elena, y a mis hermanas y sobrino, María Elena, María
Fernanda y Juanito.*

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ABSTRACT

This thesis studies the use of supplementary teaching materials for teaching children in English as a foreign language (EFL) classes. The purpose was to determine the effectiveness of use, pertinence for the topic of class and aim of exercises, appropriateness regarding age and knowledge of students, variety and quality of the materials.

Data was collected through observation of 30 class sessions in a private institution with children of 4th, 5th and 6th grade. This data was analyzed qualitatively in terms of pertinence, appropriateness and quality of materials, and it was analyzed quantitatively in frequency of use.

Results indicate that materials like the whiteboard, songs and stories contributed the most for learning and were pertinent to the class' goals and appropriate to the students' level.

This investigation concludes that teachers do make use of supplementary teaching materials with an acceptable degree of variety, frequency and creativity. However, these results are moderately due to factors like provisioning of materials from the institution itself, because some types of supplementary materials are parts of EFL learning packages and because of teachers' preferences.

INTRODUCTION

This thesis studies the use of supplementary materials for teaching English as a Foreign Language (EFL) for children. This study originates from the necessity to determine if teachers are using supplementary materials appropriately or are not using them at all. The proper use of supplementary teaching materials is an important aspect of the methodological component of teaching English in a foreign country, which in turn contributes to successful classes.

The specific objectives of this work are: to identify and analyze which supplementary materials are used for teaching children in EFL classes; to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs) and quality; and to determine the frequency and variety of the supplementary materials used in the observed classes.

For the first objective six materials were identified: posters, songs, stories, the whiteboard, realia and movies. For the second goal, it was determined that most of the observed materials were pertinent and appropriate to the class and that they showed good quality. The pertinence and appropriateness of the materials contributed for the learning process because it fomented the students' interest in the language. For the final objective, it was determined that materials such as whiteboard, songs and stories had a high frequency of use while the rest were infrequently used. This suggests that certain types of materials are preferred by the teacher because of aspects such as convenience or availability. Finally, there was acceptable variety of materials considering that the observed institution was private and also considering the list suggested for this investigation.

The importance of this work lies on improving the teaching-learning process, which is restricted when basic textbooks are used without complementing materials. In

Ecuadorian classrooms, limitations might be set by a lack of resources, idiosyncrasy or lack of knowledge of the teacher or students in using supplementary materials. In reality, certain types of materials are common place in most Ecuadorian EFL classrooms with middle to high resources. These are also easy to obtain, but not used properly or at all.

Regarding the topic of this work, previous research has been done to analyze various aspects of using supplementary resources. The first study, by Kelsen (2009), investigated if YouTube could be successfully used as supplementary material. It was concluded that students had positive attitude towards using YouTube and that it could be used as supplementary resource. However, the study was limited because of a small sample population; they were college students and participants from the same department. A second study, by Lu-Fang (2004), consisted in video-based computer assisted language learning (VBCALL) and its effects on incidental vocabulary acquisition. This work was limited because it did not consider students with lower levels of English proficiency. Another study, by Son (2008), surveyed how using Web-based language learning (WBLL) activities could be applied as a supplementary resource for English as a Second Language (ESL). This study was limited by the simplicity of the website's activities and because it didn't consider using the site in combination with classes.

This work seeks to benefit teachers and students by awaking their interest in the adoption of supplementary EFL materials. This adoption will promote more interesting and motivational courses. This will translate into successful classes from the perspective of teachers and into more awareness about different resources for learning from the perspective of students.

This study will provide a starting point for future research in the use of supplementary materials for EFL. For the educational ambit, the present work seeks to provide with an analysis of the current state of the use of supplementary materials in the English curriculums. It also provides with a basis for future investigations about the diverse types of supplementary materials because it represents a source of statistical data which can be used for comparison in a near future.

However, methodology of the current work was limited by time constraints and sample population. Longer time periods are needed for more accurately observing the use of supplementary materials in Ecuadorian classrooms; these should ideally consist of the duration of the entire course or school year and for a period of years. The sample population should also include all age groups from elementary, middle and high school.

Furthermore, it is suggested to compare the differences in the use of supplementary teaching materials between private and public schools and institutes. In Ecuador, public schools are known for lacking resources if compared to private schools; some public schools even suffer from extreme poverty. In contrast, privileged educational institutions are known to endorse themselves with reputedly strong language programs which include more expensive EFL learning materials and language learning facilities.

Lastly, it is also suggested to research about technology, like software or language laboratories, its adoption in Ecuadorian classrooms and its effectiveness compared to traditional supplementary teaching materials.

METHODOLOGY

This section describes the investigation process for this work; it details how the bibliographical information was collected and how the field research was made. Regarding the bibliographical research, it describes the literature and its contents. Concerning the field research, it describes the place, participants, variables, data collection instruments, data tabulation, the process used for analysis and the observations.

The bibliographical background was established by searching literature regarding the following topics: teaching a foreign language; learner's age with an emphasis in children and learner's motivation; learning styles; teaching techniques focusing on children; different contexts for teaching; definition, importance and role of supplementary material; and literature about visual, audio, audiovisual, realia and online types of supplementary material. At least three sources were consulted for each topic. Additionally, the background also included five studies about the use of supporting material in EFL or English as second language (ESL) classes.

The bibliographical information was collected in index cards and it is explained in the Literature Review section. These references support the analysis of the data collected from the field research.

The field research involved the collection of data from a total of 30 observations, 1 per class. The observations took place in a private EFL institution and the observed groups totaled three: eight years old, nine years old and ten years old groups; ten observations were made for each group. The population was mixed between boys and girls and the size of each group did not exceed seven students.

Once the field data was collected, it was analyzed with qualitative and quantitative approaches. The author observed the classes and collected information through three data collection sheets: an observation sheet for different aspects of class and different supplementary materials used during class; a survey for teachers for collecting the teacher's opinion about the use of supplementary materials; and a survey for students, to record the student's perspective in the use of these materials.

The data collected through observation sheets was tabulated in charts. Three types of charts show results for materials which were identified, pertinence and appropriateness, and frequency of use of these materials respectively. These charts are organized by "Variables", which are categories of supplementary materials, and by "Indicators", which are specific types of materials; further organization depends on the type of chart.

More comprehensive information regarding the methodology for the bibliographical and field research is detailed in the next sections. The *Settings and Participants* section details the observed educational institution and sample population. The *Procedures* section details about the literature (theoretical background), investigation methods, data collection for the field research with techniques and instruments, data tabulation process and analysis process.

Setting and Participants

The observations took place in a private English institution. The sample population for the observations consisted of three groups: one for eight years old (4th grade), one for nine years old (5th grade) and one for ten years old (6th grade). The teachers were Ecuadorian, with Bachelor degrees in English teaching from a prestigious local university.

The facilities of this institution consisted of a big house, where the classrooms were midsized rooms with adequate dimensions to comfortably fit small groups. Additionally, there was a room which served as a multimedia room, other miscellaneous rooms and a grass yard. These facilities were clean and in good condition. All the rooms, including a kitchen and multimedia rooms, had whiteboards and classroom furnishings.

In this institution, each class was limited to a size of seven students or less. The groups were mixed with boys and girls. The students sat around grouped rectangular tables and the teacher sat in front, next to the whiteboard. This configuration allowed people to be next to each other while the teacher could walk around and help students.

Concerning class schedule, classes in this institution took place during the afternoon and each class was 55 minutes long, from Monday through Thursday. Each course level had a total duration of 50 sessions or about 3 months.

Regarding observation schedule, observations for this research were done on Wednesdays and Thursdays during 5 weeks; this totaled 10 different observation dates. Three groups were observed during a same date; this totaled three observations per day. By the end of the research, a total of 30 class sessions were observed.

Finally, 8 out of 10 observations per group were done in a classroom; this totaled 24 observations. The 6 remaining observations took place in a kitchen and in a multimedia room during special classes.

Procedures

This research started by collecting relevant bibliographical material, mostly book references, regarding the following six topics: teaching a foreign language, learner's age and motivation, learning styles, teaching techniques for children, different contexts for teaching, and supplementary material in terms of definition, importance,

role and types. The UTPL's digital library and Google were the main search tools. For each of the topics at least three different sources were referenced.

Furthermore, information about previous studies from journals was collected using the same search tools; five journals about the use of supplementary materials in EFL and ESL classrooms were consulted.

All information was recorded in index cards. The following was included for book references: citation, content of interest and page numbers. For journal references, the following was recorded: title, citation, research question, subjects or participants, setting or place, methods, results, author's conclusions and recommendations, and limitations of the study.

The bibliographical material is fully discussed in the Literature Review section of this work; these references also support the *Qualitative Analysis* subsection of this thesis.

The second part of the investigation process was the field research; this consisted of collecting observational data about the use of supplementary materials in an educational institution. Three groups from a private English institute were observed: eight years old, nine years old and ten years old; these corresponded to 4th, 5th and 6th grade respectively. For each group of students, information from ten classes was collected; this totaled thirty class observations.

For collecting data the author attended the classes as audience. The author was a passive observer and he did not inform the teacher about the purpose of the observations or the collection of information until the very last observation.

The information, regarding the use of supplementary materials, was collected through observation sheets that were filled by the author (observer). The methodology

allowed a journal for situations where supplementary materials were not used during a class; this allowed taking additional notes or cataloguing observations.

The purpose of the observation sheets was to collect quantitative and qualitative data about the thirty class sessions; this data was analyzed for these aspects in the Results section.

The sheets were divided in two main parts. The first part (first page) of the observation sheets collected information about the main topic of the class, objectives of the class, and which supplementary materials were identified. These totaled 30 observations sheets corresponding to the 30 class sessions.

The second part (second page) of the observation sheets collected information for a specific type of supplementary material; one sheet was used for each type of material. The following aspects were recorded in the second part: how a material was used; pertinence of the material in relation to the topic; pertinence in relation to the class' objectives; appropriateness of the material regarding the age of the group and the perceived knowledge level of the group; elaboration and application of the supplementary material in terms of creativity and originality; motivation of students; and quality of the material.

There were 57 observation sheets (second page) corresponding to 57 different times that supplementary materials were observed throughout the 30 class sessions.

The information collected in the observation sheets for each class was tabulated in three types of charts (tables). The first kind of table was used to identify which resources were used. The first tabulation corresponds to Chart 1; it was used for qualitative analysis and it is located in the Results section of this work. The second type of table was used to determine when a resource was used and to determine if a material was pertinent or appropriate for the topic of class. This work uses three of these charts,

one for each age group. These are used for qualitative analysis and these correspond to Charts 2, 3 and 4 in the Results section. The last type of table was used for quantitative analysis and to calculate frequency of use for each material; it corresponds to Chart 5 in Results.

Additionally, gathering of field data included surveys filled by the teacher and students from each group. This study aimed to obtain three different teacher surveys; however, only two teachers were surveyed because one of them gave class to two of the three groups. The study also aimed to obtain 60 different student surveys resulting from inquiring 2 students at the end of each one of the 30 sessions. However, there were only 17 students for all 3 age groups, so the actual number of student's surveys was only 17.

Regarding surveys for teachers, these collected the opinion of the teacher about the following aspects: if the use of supplementary materials motivated the students and why; what types of materials were used and why; if the students' learning styles are considered with the choice of materials; what types of materials are preferred by the students and why; and how often are the materials used and why. For the survey, the list of supplementary materials from Chart 1 was given to the teachers along with the survey.

The student's survey asked the students to answer simple questions with yes or no answers, to complete a simple check list, to write a list of items, and to check which option they preferred out of two possibilities.

Prior to filling the student's survey, the author explained to the students about supplementary teaching materials; this was done in order to minimize confusion by the students. The list of the supplementary materials, in Spanish, for this research was handed out for reference. The explanation was limited to informing the students which objects can be considered supplementary materials and what realia is.

The results of the surveys were not tabulated in charts; however, these were considered by the author for the Description, Analysis and Interpretation of Results and Conclusions and Recommendations sections.

Observation sheet samples and survey samples are included in the annexes. The tabulated results are included as charts in the Results section of this work.

DISCUSSION

Literature Review

The use of supplementary materials for educational purposes has become primordial in modern teaching; this includes language teaching. In classrooms worldwide, it is common that lessons include activities which make use of learning materials of different kinds for improving class experience. These resources and new technologies allow for more interesting lessons that further motivate students for learning a new language. Using supplementary materials for teaching children English as a Foreign Language (EFL) opens new possibilities and benefits for both, teachers and students.

This section starts with a discussion about aspects for teaching a foreign language. Afterward, there is an analysis of learners' age and motivation. After this, learning styles and teaching techniques that focus in children are argued. Also, different contexts for teaching a language are compared. In addition, the use of supplementary material is discussed regarding the following points: its definition, role, importance, and types. Finally, results and highlights of five journals of study about the use of supplementary materials in EFL are briefly summarized.

Teaching a Foreign Language

Concerning foreign language teaching in primary schools, the subject has taken importance due to the changes in the modern world. An example is given from Europe, by Frost (1999), where parents request that public and private school curriculums have to include foreign language classes starting from the earliest grades. Schools also benefit by standing out of the rest if they provide a strong foreign language program. If a school does not fulfill the expectations of the parents, they may still turn to private EFL institutions. This signifies that there are more choices when parents want to

provide their children with better EFL education. The purpose of this change, to emphasize foreign language learning from early childhood, is for benefitting learners with additional years of exposure. Due to parents' request, children are taught EFL from early on, consequently they can exploit their natural learning attributes; thanks to this they are more likely to acquire a language more efficiently than latterly exposed students.

From a teaching perspective, in EFL it is not necessary to have intense training or experiences to be a successful English teacher, but these aspects are beneficial because they provide with target skills that will translate into more effective teaching. A teacher can also make use of skills acquired from other knowledge areas like Linguistics; these skills may provide better grasp of a language and how to teach it. In addition, using knowledge from derived fields of Linguistics, like Sociolinguistics and Psycholinguistics, is also important; these areas supply tools for dealing with group interaction, culture, roles for teachers and students, memory span, motivation, cognitive development and other contexts.

A successful EFL teacher, trained or untrained, must also work on basic principles, like classroom management, question techniques, lesson planning, and teaching strategies adapted to teacher's style. This additional knowledge, which separates a trained from an untrained teacher, contribute for better decision making, meaningful practices and better progression in EFL teaching (Brumfit, Pincas, & Broughton, 1978).

Furthermore, it is not necessary to be a native speaker in order to be a successful language teacher. Native speaking teachers for a target language (L2), the foreign language, are commonly misperceived as being the better teacher for EFL and English as a Second Language (ESL). Ideally, L2 native speaker teachers who are highly

proficient into the first language (L1), the local language, would be better suited. This latter case would benefit the teacher because knowledge of the L1 language would allow them to handle more easily certain aspects of foreign language teaching, for example, interference. Additionally, sharing common cultural knowledge in L1 with the students is always beneficial. However, in practice most native L2 teachers lack the knowledge in L1 which might simplify teaching certain topics and they might experience a cultural shock which could inhibit their performance. On the other end, it is argued that non native speaking teachers for L2, but natives for the L1, have the advantage in sharing a cultural and linguistic background with their students; they might more effectively focus in treating the differences and similarities of the language (Nizegorodcew, 2007).

Other aspects to consider for teaching a foreign language there are language teaching methodologies. Mercer and Candlin (2000) mention three of them: Communicative Language Teaching, the Natural Approach and Task Based learning. The first methodology is described as dominant; it covers a wide range of classroom practices which differ from other practices in that the underlying principles of the language are not the main concern. The objective of this methodology is that a learner should acquire communicative competence instead of understanding the underlying principle of how the target language works.

The second methodology deals with the natural acquisition of a language instead of its conscious learning. The acquired part of a language, the first part, is made available for natural language use, in a similar way to learning a mother tongue. The second, learned part is only used to monitor the output based on the acquired part.

Finally, the third method is task based learning; it consists of a set of methodologies in which students learn by carrying out tasks instead of learning through

item centered methods. This methodology complements previously mentioned natural learning processes. All these methodologies have the commonality of learner centeredness. This means that they focus in giving the student more control on what is being taught by allowing more participation in choosing the lesson activities and contents; opposite approaches rely only on the teacher to direct the class.

Learners

Teaching diverse learners in the same groups represents a permanent challenge for ESL teachers. This situation is more common in adult and private English institute classes, but all class groups have diversity to consider when choosing a methodology. It is also common for private and public school teachers to be in charge of more than one class group.

On the topic of age, groups may range from very young to late teenagers. For both scenarios using the same supplementary teaching resources cannot be practical because language knowledge of EFL students, under normal circumstances, usually increases with age. Aspects like student's motivation are also very important points to consider by a successful English teacher. Once these parameters are accounted for, a teacher is more prepared to choose the right type of supplementary teaching materials.

Regarding age as a success factor, Mercer and Candlin (2000) state that its relationship to learning success is still debatable, especially regarding progress and language learning accomplishments. Although age is useful to classify learners, it is not necessarily so for predicting their success in language learning. Furthermore, even though there are differences between the language learning process for younger and older learners, it is clear that children are more likely to acquire a second language with native-like proficiency. Considering younger learners, even amongst children, it is argued that development in the brain has a window of time for language learning,

known as the Critical Period. This hypothesis states that children up to the age of puberty are likely to learn a second language with native like fluency. On contrast, even though older learners might still be very successful in learning a second language, they are not likely to attain native fluency. Instead, their learning will make use of other learning abilities, previously learned and transferred from other areas to language learning; this might benefit older learners in the short run, allowing them to have faster progress. Finally, it is also stated that differences in language acquisition related to age are influenced by other circumstances like the different environments to which older and younger learners are exposed when they are learning or applying the language.

Students of different ages also have different attitudes and motivation. Older learners might perceive a more strict language learning environment, while younger learners might take things more casually and naturally. Younger learners have an advantage in that they are still forming a cultural-linguistic background, and therefore they have less interference from a mother tongue. In contrast, young learners' motivation is affected because they are not likely to understand or apply the necessary effort for endeavors such as language learning by themselves. However, for all ages perceptions and motivations towards learning English changes over time. For example, while younger learners initially borrow concepts of what learning means from their parents, for example, homework must be perfect and neat; they eventually shape their own view from their classroom experience.

Regarding motivation, this work mentions four studies and results which are open for further research. Two of these suggest that in young learners the initial positive attitudes towards English learning diminish over time; the rest suggest that results are mixed and therefore inconclusive (Nikolov, 2009). However, children benefit because most English programs for their age focus in teaching communicative skills rather than

formal structures of language. As mentioned earlier, children are also open to adopting positive attitudes towards language learning because they are new to the learning experience (Garcia & Garcia, 2003).

Learning Styles

A student's learning style affects the success of learning or acquiring knowledge; this also holds true for foreign language learning. Learning styles consist of a set of different attributes that vary from person to person. In a class group some people might be better suited for traditional English classes, while others might have styles that inhibit their performance. Under normal circumstances using supplementary materials is common to EFL and ESL teaching and the instructor must choose carefully to minimize the effect of conflicting learning styles amongst students from the same class.

Thus, to understand why some students succeed in certain classroom settings their learning styles must also be understood. Likewise, both the teacher's and student's role in the learning process must be accounted for. It is argued that teacher centered methods and approaches might impose learning styles when the teacher takes a full leading role either because of cultural context or perception from students. In contrast, a better method must also consider students' participation and it must identify factors which make some students more successful than others.

Students can make stable progress regardless of teacher's methods instead of because of them as well. Language learners can apply cognitive operations, processes, procedures and heuristics into learning; these are important when a teacher needs to identify successful learning styles. In the same way, improper use of learning strategies might be accountable for poor performance. Once these learning strategies have been identified, they can be successfully applied to teaching EFL (Mercer & Candlin, 2000).

Learning styles cannot be clearly classified by only observing students, but there have been helpful categorizations which generalize learning styles to identify them easily to some extent. The simplest and most common classification of learners (learning styles) is by relating students to how they rely on their physical senses to learn; these are auditory, verbal, visual and kinesthetic learning styles (Leite, Svinicki, & Shi, 2009).

However, there are even more complex classifications. For example, Piper (2001) classifies students' styles into field dependence and independence. Field dependence is explained as a global vision about a topic which allows a student for more awareness. Its opposite, field independence, is perceived as a process of learning by using more individualized units and by concentrating in one task at the time. In addition, field dependence and independence are related to right and left brain functioning respectively. The right brained, dependant people have more success with learning communicative and social functions of the language, but this advantage does not fare well in the classroom. Left brained, independent people are likely to be more successful with common English learning scenarios and other activities that include analytical skills. However, the field dependant student will thrive more in real English speaking environments. Each person shares both traits with its advantages and disadvantages, but the teacher should still be able to recognize, by observation, a dominant trait.

Further classification of learning styles is offered by Mishan (2004). A first set classifies learning styles as follows: physical senses (previously mentioned), dealing with people, handling possibilities, how to approach tasks, and dealing with ideas. Physical senses deals with the use of visual aids, hearing, acting and kinesthetic or hands on activities. Dealing with people is about level of sociability and classifies the

styles into extroverted and introverted; the first consists of more participant students, while the second consists of more autonomous students who are also systematic.

Handling possibilities divides learners into two main groups: intuitive random learners, who focus on possibilities, and concrete-sequential learners, who like clear directions.

Approach to tasks classifies students into oriented learners and open learners; the first group is more organized and plans ahead while the second group prefers discovery and it is adept to more unstructured curriculums.

Dealing with ideas classifies in global learners, who are considered holistic and analytic learners, who prefer focusing on details.

In comparison, the second classification of learning styles consists of four learner groups: analytics, communicative, concrete and authority oriented. The analytic style considers learners who guide themselves autonomously. The communicative style deals with the students whom are more participative and language scenarios which enforce participation. The concrete style deals with working in concrete activities. The final style, authority oriented, deals with students who prefer the authority role of the teacher.

Teaching Techniques

If they are used appropriately, supplementary materials can play a vital role in modern EFL and ESL teaching, especially for introducing to students to a new language and culture. Teachers may find valuable that most class environments can be improved by making better use of readily available supplementary materials such as realia, visual, aural, and audiovisual resources. At any stage of learning, students might lose direction or motivation for learning English, but they can certainly enjoy a change of pace with activities that utilize supplementary materials. Therefore, a teacher must apply the right

techniques and chose the right materials in order to make most appropriate learning environment. Some of these techniques are mentioned next.

Nikolov (2009) details the immersion method; it states its appropriateness as a language teaching technique for adults, older and younger children. The method is characterized by the following: a target language is the medium of instruction, adopting a curriculum which is parallel to other curriculum for monolingual students, a second language is learned without penalizing learning another, exposure to the language is confined to the classrooms, students entering the program have similar proficiency, the teachers are bilingual, and the classroom's culture is local. This teaching technique can be used to wrap the student with the target language from an early age; this is known as early immersion. A second version, total immersion, consists of a form of bilingual education with the objective of developing communication skills through bilingual environments. The immersion method is an alternative to a regular curriculum and it shares with this regular curriculum its content based approach. However, a distinction is that the immersion method is concerned with language acquisition, a natural approach for learning, instead of studying the rules of the language, which is a systematic approach. This method relies in acquisition for students to become functionally bilingual; they effectively should be able to communicate in most everyday situations.

Dean (1999) describes some techniques for teaching children: direct teaching, questioning, discussion, topic and work. Direct teaching is described as an appropriate way to teach entire classes or smaller groups in an efficient and economical manner; it is based on interactivity where all students get involved. It can be a useful method and a starting point for a topic or to summarize content learned already. It is also a good method for class organization as the teacher can stimulate progress of an entire group of students in a class. The second technique, questioning, is important for successful

teaching. This method is significant for assessing and recalling what was learned as well as for opening critical thinking by the students. It is recommended that questions are divided into direct, critical and open. The third method, discussion, can involve entire class group discussions or smaller ones. The importance of discussing lies in promoting verbalization by the student, which improves language acquisition. The quality of the discussion is a measure of effective teaching, especially when children are captivated by the theme and motivated to participate. The final method, work activities, consists of appropriate class tasks that involve working in projects relevant to topics. This kind of work foments imagination and language development within the framework of language learning.

Different Contexts for Teaching

The choice of supplementary materials for English teaching must consider the context for the teaching scenario. This process is influenced by aspects like teacher's role, degree of teacher's authority and direction, assignment of materials and choice of activities. It is also influenced when students change context by participating in the selection or elaboration of contents and material for class. Because EFL class groups have diverse cultural backgrounds, ages and group sizes, the teacher must prepare for the context of the class, specially the aforementioned choice supplementary materials and class procedures.

For group size context and lesson planning, Brumfit, Pincas and Broughton (1987) discuss the importance of group work for large classes; the fundamentals of choosing aiding materials are also briefly mentioned as a factor to prepare this group work. The class should be introduced to group work slowly, giving them activities clearly related to the current subject and with clear tasks. The teacher should supervise activities in case that further guidance is needed and to maintain order in the class. For

varying group sizes, the teacher should try to involve all students, especially in large classrooms. Depending in the activity, there are advantages in dividing large classes into smaller groups, because students can participate more and learn from each other. Also, depending in which skills work targets to reinforce, groups can be as small as two to four people. Other considerations are the duration of group work, time lapses in between assignments, and switching back and forth with work that involves an entire class group.

It is also stated that teaching different topics along with their context vary the difficulty for teaching diverse class groups. It is helpful to teach a theme within a context frame in order that students of different cultural backgrounds grasp the concepts. When resources are limited, some simple types of supplementary materials can be useful for setting this context. For most basic lessons, a teacher should have no difficulty in explaining the topic since most introductory lessons will be easy for the audience to understand and absorb. For more advanced topics, readily available supplementary materials can help with visualizing, especially realia and visual materials. Regarding realia objects, these are helpful in conceptualizing relationships and making connections between objects and actions. Pictures are practical when a teacher needs realia objects that might be difficult or impossible to bring to class.

It is also acknowledged that for diverse class groups, even with marked cultural differences, students do share common experiences which are useful as a contextual source, for example, everyday activities such as having breakfast or talking on the phone. Another contextual source comes from time shared together by class members; the longer a group shares experiences, the more familiar they will get with identifying contexts and the activity formats. Finally, role playing and creative activities can help to establish context since the nature of some language drills is to pretend being in a

communicative scenario; these activities can also make better use of supplementary materials like realia.

Supplementary Materials

Supplementary teaching materials for EFL consist of a variety of supplies and objects that are used in complement with a base source material, usually an EFL textbook, to further enhance teaching and learning processes. In language teaching these complement traditional printed materials because they are often used, or even required, for activities from textbooks. For example, most modern EFL learning packages include some form of multimedia accompanying disc, but teachers can also resort to readily available things like movies, tapes or music.

An important aspect of EFL teaching and learning, to which supplementary materials contribute, is immersing students in the culture representative of the language, in most cases, the American culture. This immersion must be dynamic and with clear goals. The role of supplementary material is not only to complement the information of textbooks, but also to maximize learning by waking interest of the students. This helps reaching general and specific learning goals for class.

Additionally, supplementary teaching materials can act as motivators so students, especially children, do not get bored; avoiding boredom prevents indiscipline and monotony. By gaining attention of the students the teacher can attain better learning and maintain a stable rate of progress. In addition, supplementary materials may also act as time and energy savers for the teacher if they readily prepared.

Finally, the use of these objects might provide the students with a deeper insight into the topic at hand by allowing them to have direct exposure to the language; this is especially true for audiovisual aids like movies with real dialog (Patel & Praven, 2008).

The most common categories of supplementary teaching materials used in EFL are visual, audio, audiovisual, realia and online. Visual materials consist of resources that let the student learn through observation and visualization. These are very effective for teaching vocabulary when combined with audio resources. They consist mostly of images and pictures that are used in activities where the student reinforces language skills through description related activities. Amongst these there are: white and blackboards, charts, maps, sketches, flannel boards, overhead projectors, filmstrips, slides, films, etc.

Audio materials usually consist of professionally prepared resources such as the accompanying discs in EFL packages. However, they can also include cultural content, such as music or prerecorded dialog. If used appropriately by the teacher, audio materials are helpful to honing the student's hearing skills, especially for a specific English accent. For example, the students can listen to recordings, real or acted, of native speakers chatting with other native or non native speakers. Audio materials might also help impart about mannerisms proper of language variations. Audio material can also complement visual materials for better results as well. Some types of audio materials are radio, tape recorder, CDs, etc.

Then there are the audiovisual materials, which are a combination of the previous two types. They consist commonly of movies filmed or dubbed in a target language, but they can be any video clip. They also include more technological resources such as multimedia web content, computer software, etc. In some cases, these movies include additional visual content, such as subtitle text, to make them easier to understand for students. Some types of audiovisual supplementary resources are videotapes, DVDs, television, etc.

Continuing with the categorization of materials, there is realia. This is a readily available type of teaching aid which consists of real life physical objects, miniature, or fake representations. Realia is commonly used for teaching vocabulary and as items utilized in other activities.

Another type of supplementary resources consists of digital content found in software or the Web. There is a myriad of content that could include all the previously mentioned supplementary material types in digitalized form specially designed for EFL. These resources started as simple web text and have evolved into more interesting and interactive content thanks to technological advances. The most interesting examples can include video games, multimedia, EFL learning sites such as OpenEnglish.com, etc.

Other types of supplementary resources consist of facilities for language learning. Examples of these are language laboratories, computer assisted language learning (CALL) resources, resource centers and language games (Camenson, 2007) (Shastri, 2010).

In recent times, new technologies have gained adoption and can become an important source of supplementary materials; such is the case of online resources. However, a teacher can always make use of the resources at hand, such as realia, in order to improve the class experience.

Next, a brief description of five journals dealing with the use of supplementary materials for English teaching is made. The first journal consists of a study of using online content as supplementary resources for teaching ESL; it was made by Jin Son in 2008. The setting consisted of students that access a website with exercises for a class activity; the site's content was previously prepared by the teacher. The study population consisted of grown up students between the ages of 18 to 41. The population, by the end of the observations, took a survey describing their experience and their willingness

to make use of these tools outside the classroom in personal time. The results were mostly positive answers because students thought that the tools were helpful for their language learning.

A second study, by Evan Jones (2010), takes a look at the use of less formal reading material, comic books, as a way to improve reading comprehension and proficiency. The sample population consisted of twenty five female students of college level. For surveying purposes, the participants were asked why they thought it was important to practice reading and how they felt about participating in an extended reading program. Also, a pre-questioner was given to the sample population asking how they felt about reading in their native and foreign tongues. The study itself consisted of meetings that took place once a week for twenty to thirty minutes; it was followed by content discussion. The results showed that the majority of students had a positive attitude towards reading comic book style material and towards participating in reading programs that used this type of material; the study raised their EFL reading interest.

The third study, done by Brent Kelsen (2009), was a survey of students using YouTube as supplementary material and as a source of authentic material. The sample group was EFL students from Taiwan whom watched previously chosen YouTube videos. The videos were related to the main class material, and surveys took place before and after the reading dates. For surveying, the students were asked about: their feelings of using YouTube, their user experience, and their attitude towards use outside the classroom; the surveys were limited to English only.

The fourth study, realized by Gloria Chwo and three other authors in 2010, analyzed how supplementary materials could enhance learning strategies for EFL students. The target sample was Taiwanese college students. The control groups were

given the complementary book materials along their baseline textbooks. The results were collected through tests and surveys. The results were positive for using these materials in EFL classes; it was noted that more variety of supplements might yield better results.

The final study, done by Tian Fanping in 2010, investigates about the assignment of supplementary textbooks in the form of literature; the sample population consisted of high school students. The survey was realized during a 14 week period, and the materials consisted of textbooks of a variety of genres. The results were positive towards reading contemporary literary works.

Results

Qualitative Results

Chart 1: Types of supplementary material used to teach children

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

Author: Carlos E. Jerves

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

Chart 2: Pertinence and Appropriateness of the supplementary material used to teach children

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

Author: Carlos E. Jerves

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

Chart 3: Pertinence and Appropriateness of the supplementary material used to teach children

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

Author: Carlos E. Jerves

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

Chart 4: Pertinence and Appropriateness of the supplementary material used to teach children

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

Author: Carlos E. Jerves

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

Quantitative Tabulation

Chart 5: Frequency of use of supplementary material

Variable	Indicators	4 th grade (8 years old approx.)	5 th grade (9 years old approx.)	6 th grade (10 years old approx.)	TOTAL	PERCENTAGE
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	Maps					
	Pictures					
	charts					
	Handouts					
	posters	2	1	0	3	5.26
	word cards					
	white/black board	9	9	9	27	47.34
Audio	Songs	6	5	3	14	24.56
	dialogues					
	stories	2	1	4	7	12.28
	tales					
Audio visual	videos					
	movies	1	1	1	3	5.26
	documentaries					
Realia	objects (toys, plants, fruits)	1	1	1	3	5.26
Online	websites					
TOTAL					57	100.00%

Author: Carlos E. Jerves

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

Description, Analysis and Interpretation of Results

This section discusses the results from the field research observations which were illustrated as charts in the previous subsection *Qualitative Results*. These five charts showed the tabulated results from the observations. The method for collecting data was thoroughly described in the *Procedure* subsection of Methodology.

The charts make use of five “Variables” that represent five categories for supplementary materials: visual, audio, audiovisual, realia and online. There is a suggested list of 18 types of supplementary teaching materials for all categories, the “Indicators”, but this section only discusses the materials that were identified and used during the observations. In addition to the observations’ results, the author also considers opinions from teachers and students which were collected through the surveys in order to make comments or further observations in this section.

We start with the *Qualitative Analysis*, with a subsection for each one of the age groups: 8 years old (4th grade), 9 years old (5th grade) and 10 years old (6th grade). For each group, there is also a separate subsection for each type of material that was observed based on Chart 1. In addition, when a type of material was used in more than one class observation there is a separate description for each observation. The description contains details about: the observed topic for the class and the observed topic for the exercise; the presumed class objective and the presumed exercise objective; the pertinence of the material in relation to these objectives; the appropriateness of the material regarding the age, knowledge and learning style of the group of students; and the quality of the material in terms of its design, elaboration and maintenance. Additionally, for each age group, there will be an analysis of the learning styles involved in the use of these materials. Finally, the author explains his perception about

the use of supplementary materials contributing for the students' learning and if this perception agrees to the survey.

After the qualitative analysis is completed, the chapter continues with a *Quantitative Analysis* section; this contemplates the use of supplementary teaching materials in terms of variety and frequency of use.

Qualitative Analysis

4th Grade/8 Years Old

Posters

Posters were used during two class sessions to practice vocabulary with the students; the topic for both classes was related to "Animals". The objective of the first class was to learn and practice vocabulary about animals: dog, alligator, cow, iguana and rabbit. The second class expanded vocabulary to: elephant, tiger, ostrich, lion, monkey and giraffe.

There was pertinence for the topic and objectives for both classes because the posters showed animal drawings with a label, therefore students easily connected an animal illustration with its respective name.

However, the teacher did not use posters creatively. For the exercise, the teacher asked "What is it?" and the students replied with "It is a/an..." or "It isn't a/an...". This did not awake the interest of the students because it did not consist of complex interactions which may have required more participation of the students. These posters were simple, designed for beginner exercises and these did favor variety of use; this could be the cause why the teacher did not use them for more demanding drills.

Nevertheless, the observed use of posters for simple questions and answers did contribute to learning vocabulary because it effectively reinforced vocabulary pronunciation through simple dialog (Nikolov, 2009). Additionally, this contributed for

students to familiarize with the format of simple vocabulary exercises witnessed in the observations.

This material was also appropriate to the group's level because the teacher used posters as visual support for introducing vocabulary and to practice pronunciation. With posters, the students easily identified which animal the teacher was referring to.

Regarding the quality of the posters, these were fixed on the walls, visible to everybody and readily available to use them for an exercise at any time. Also, they were well maintained, had a nice art style to easily grasp the attention of the children and included labels. These materials were from publishers, so they were designed to be visually attractive to children.

White Board

The first class where the whiteboard was used was related to "Animals" as well. The objective of the class was to learn vocabulary of animal names and the objective of the exercises was to practice writing. The teacher used the board to develop the topic and write up word completion and phrase completion exercises; for example, students wrote "A yellow dog", "An orange lion", etc.

The board was used pertinently to the class' topic and the aim of exercises because students practiced their vocabulary by developing simple phrases and sentences. Additionally, these drills introduced them to the use of adjectives (colors) and articles ("a" and "an").

However, the board was not used for creative exercises. Simple completion exercises did not seem to awake the interest of the students as more challenging exercises could have. The teacher could have used the board for writing simple fables or tales using animal vocabulary and the creativity of the class group.

Nonetheless the simple exercises were effective for the students' learning because these allowed them to directly practice their writing skills. These direct tasks were a simple approach for students to improve these skills (Brumfit, Pincas & Broughton, 1978).

This material was also used appropriately to the group's level because using phrases and sentences was suitable as introductory practice of new vocabulary content. It was also used appropriately to the group's age because it used vocabulary interesting for children, animals and colors.

The second class' topic was also related to "Animals" and it was a continuation of the previous class. The teacher used the whiteboard for writing content, word completion exercises, scrambled word exercises and more vocabulary.

The material written on the board was pertinent to the class' topic and exercise's aim because it continued with vocabulary introduction. In the same way as the first class, the exercises were appropriate to the group's knowledge level because these kept the same simple format, writing phrases and sentences. Likewise, to stay appropriate for children, these exercises also involved animals and colors.

Regarding creativity, the same is concluded for this and the previous observation; the teacher should have worked in exercises that involved imagining stories, like fables or tales. Therefore, because exercises were simple, these did not awake the student's interest.

Using the board for writing simple phrases and sentences was effective for the students' learning because it allowed them to directly practice their writing skills. These direct tasks were a simple way for students to improve these skills. Additionally, the students could further repeat these exercises by using their notebooks or by asking the teacher for more drills.

The third class was related to “Numbers” and the objective was to learn about numbers from 1 to 10. The board was used for writing content, exercises, spelling and drawing the shapes of numbers. Additionally, the material was used for practicing spelling along with pronunciation and learning to count from 1 to 10.

The board was not used creatively nor did it seem to awake the interest of the students. This could be attributed to the topic of the lesson, numbers, which is likely not very attractive for children and it does not seem to favor fun lessons. However, using the board for developing exercises still contributed for learning because it allowed the teacher to involve the students into further writing.

Regarding contribution for learning, using the board for imparting content and for working in exercises did help students as they got to practice their skills, focusing in writing and reading. Also, using the board for teaching counting was effective because the teacher easily and dynamically developed the content on the board as it was needed.

The exercises were pertinent to the objective of the class because students learned spelling, pronunciation and counting from 1 to 10 in English. The exercises were also appropriate to the students’ level because these were an introduction to numbers. In addition, the material was appropriately used for their age because these exercises consisted of simple matching of shapes to their names and simple writing; this simplicity is adequate for young learners (Nikolov, 2009).

Continuing with the fourth class, this was related to both “Numbers” and “Colors”. The objective was to expand knowledge about these topics. The board was used for writing content, exercises, drawing numbers and objects. For example, students drew gift items according to a certain color or quantity.

The board was not used for developing any creative exercises. These were simple task based activities which did not awake the students’ interest in the topic.

Another reason why it was not interesting is because this class was a continuation of previous lessons. However, the activities did contribute for learning because they helped students practicing the new contents and reinforcing previous knowledge.

The contents written on the board were pertinent to the objective of the class because these successfully combined the new topic with previously introduced colors and objects. The exercises were also appropriate to the group's level and age because the students worked in simple writing and drawing activities which contributed to learning and relating numbers to their pronunciation.

The fifth class topics were "Vehicles" and "Colors" and the objective was to expand vocabulary for different kinds of vehicles and transportation. The board was used for imparting content, drawing simple vehicle shapes and developing exercises; for example, there was an exercise for finding words embedded between letters and for identifying the colors of objects.

The board was used creatively for the word finding exercise. Students participated a lot more and they seemed to have found this exercise fun and interesting. This exercise contributed for students' learning because it made students use their reasoning skills.

The exercises written on the board were pertinent to the objectives of the class because students learned about the different names for vehicles and they further practiced their knowledge about colors. The exercises were also appropriate to the group's knowledge and age because the content remained simple and children enjoyed using the board for drawing and working on the exercises.

The sixth class didn't make use of the board; class number seven continued by elaborating about "Colors" and "Fruit". The board was used to develop the material,

exercises about mixing colors, questions regarding whether some colors contained others, and colors of different fruits.

The board was used creatively because the teacher elaborated different and interesting exercises. Students seemed to enjoy working on these exercises. Therefore, this contributed for learning because it awoke their interest and it allowed them to connect different topics from other lessons to the current topic. If students liked the activities, they could repeat them at home, which would contribute for their knowledge even further.

The exercises were pertinent to the topic because they reinforced vocabulary. The exercises on the board were also appropriate to the level and age of the group because these were simple and fun to solve, especially because of the use of colors and drawings.

The eighth class was related to “Farm Animals” and “Quantity” or “Numbers” and the main objective was to learn names and types of farm animals. The board was used to impart content and for developing exercises based on a farm scene, where each student would draw a determined number of farm animals. There were also written exercises about questions like “What is it?”, “What are they?”, “How many?” and animal sounds.

The board was used creatively for the farm scene exercise. This activity required students to work on the written exercises and to use dialog. This contributed for learning because students seemed interested in the topic and they practiced simple writing and dialog by elaborating about their favorite animals and describing the scene.

The exercises were pertinent to the objective of the class because these helped the students to practice listening and writing of the new vocabulary. Additionally, they practiced simple questions and answers.

The exercises were also appropriate to the group's knowledge level and age because they maintained simplicity and children appeared to enjoy the topic of animals; this was an attractive topic for children.

The ninth class was also related to "Fruits" and "Colors". The objective was to expand vocabulary for these topics from the seventh class. The board was used for content and written exercises in two formats: identifying the colors of fruits and writing simple sentences. For example, students developed sentences such as "Watermelons are green and red." and "Bananas are yellow and white".

This class was similar to the seventh class; therefore the same conclusions are drawn: it contributed to learning because it expanded on previous material and it was fun and interesting to the children.

The exercises developed on the board were pertinent to the objective of the class because the children added to their knowledge about fruits and colors. These activities kept the same simple format of previous classes; therefore they were also appropriate to the level of the group.

The tenth class was the final class where the board was used. There was not a particular topic or objectives for this class in relation to previous classes. The class was a spare cooking activity. The board was used to write the recipe and the shapes of realia used during this exercise.

It can be considered that the material was used pertinently for developing the activity. It was also used appropriately to the level of the group because the instructions were written with simplicity and these included illustrating objects with their respective labels to help the students understand the recipe.

This activity was especially fun for children because they enjoyed socializing. However, it was not creative and it did not contribute appropriately for learning because

it was too simple. A better option would have been a theatrical play or game which required more complex interaction by the children.

For classes three through nine, the whiteboard was used effectively as a supplementary teaching material which allowed the students to learn about the different topics for all classes. The board worked as a visual and kinesthetic resource mainly (Leite, Svinicki, & Shi, 2009); students could visualize and establish a relationship between new and previous content, which made the learning process easier. Drawing exercises, which also made use of colors, were effective for matching concepts to vocabulary. Written exercises were effective for practicing writing directly and other skills like speaking or pronunciation indirectly.

The board was not used effectively for the tenth class. It did not contribute to learning because it was only used to write instructions which remained unchanged throughout the activity. It would have been more appropriate to use the board for writing instructions and other content as the activity developed, which is dynamically.

Regarding the quality of the white board for the 8 years old group, it was big, clean and well maintained. The teacher used different colors of markers to help clarifying and structuring written content. Additionally, most exercises were elaborated based in contents of each class; these exercises focused in allowing students to use their skills directly.

Songs

A total of six songs, from the companion CD, were played along with contents from the book. The songs were played during the first, third, fourth, fifth, seventh and ninth class observations.

The topic for the first class was “Animals” and the objectives were to learn animal names. The objective of the song activity was to practice listening and speaking

of new vocabulary. The song told about a dog, a rabbit and a cat and about the sounds they make.

The song was simple, but the teacher developed the activity creatively. Each student was asked to repeat a verse with other animal, for example, a cow. This contributed for a fun activity which also grasped the interest of students. This activity also contributed for learning because, by learning the song, students were effectively adding to their knowledge of English.

In addition, the song was pertinent to the objective of the class because it taught children the pronunciation of animal names and their noises. The song was appropriate to the level of the group because it contained simple lyrics like “Be a dog, a dog says woof”, “Be a cat” and “Be a rabbit”; therefore students could understand and learn easily. In addition, the song was appropriate to the age of the group because it had a catchy melody, which attracted the children’s attention.

This song was effective for learning because it was clearly written to grasp the interest of the children; it was fun to learn and repeat outside the class. It was also effective because it trained the children’s hearing skills, therefore contributing to learning (Nikolov, 2009).

The next song was played during the third class; it was about “Numbers”. The objective of the exercise was to practice counting in English from 1 to 10. The song was about counting from 1 to 10 along with actions like clapping, finger snapping and feet stomping.

The song was creative because it involved counting along with movements. This was fun for children, because they were actively involved in mimicking the actions by observing the teacher. As with previous lessons, it can be stated that this activity contributed for learning because the song allowed the students to learn by their

participation, by following the actions in the song and by repetition (Mercer& Candlin, 2000).

The song was pertinent to the objectives because it emphasized practicing the pronunciation of numbers and other vocabulary. The song was appropriate to the level of the group because it had simple lyrics, including actions in imperative form. It was appropriate for the age of the group because it was fun and required participation; this made it an attractive and joyful activity for children.

This song was effective for learning by allowing children to practice numbers' pronunciation and other topics like counting and body movements. Therefore, children learned different things in a single activity. For example, children learned the relationship between numbers, counting and doing a movement for certain number of repetitions. Students improved their speaking skills by repeating the song and their listening skills by following the actions; this is a natural approach (Brumfit, Pincas & Broughton, 1978).

The next song was played during the fourth class. The objectives for this class were to learn about "Numbers" and "Colors". The objective of the exercise was to practice the pronunciation of colors. For example, some of the lyrics were "1, 2, 3, 4 red apples" and "1, 2 blue balloons". Some of the colors were: green, yellow, red, orange, pink and blue.

This song was used creatively for practicing numbers and colors. However, it was a less attractive activity for children and it did not seem to awake their interest as the previous song did.

The song was pertinent to the objective of the exercise because it strengthened vocabulary and pronunciation. In addition, the song was appropriate to the level of the group because it had short lyrics and new vocabulary. Moreover, the song could be

repeated indefinitely for any color. It was fun and it was simple; therefore it was appropriate as a children's song.

Although this was simpler than previous songs, it still contributed to learning by requiring the participation of students and by direct practice of simple English (Nikolov, 2009).

The next song was played during the fifth class. The topic of the class was "Vehicles". The objective for this class was to learn about vehicles and colors. The objective for the exercise was to practice the new vocabulary and to learn about mixing basic colors to obtain other colors.

This song was interesting and creatively used by the teacher. The students seemed to like the song and they discussed about their favorite vehicles, for example, they talked about bicycles, go-carts and skateboards.

The material was pertinent to the objective of the class because it dealt with vehicles and colors. In addition, even though the author considers that the song was a little more complex than previously observed songs, it was still simple enough for the students' level and it was a fun children's song appropriate for their age.

The song was effective for teaching because children enjoyed the activity of singing and discussing about vehicles. By grasping their attention, the song effectively awoke their interest in the topic, which contributed for learning because they made use of their English skills to discuss their interests.

The next song was played during the seventh class; a movie was played during the sixth class. The topic of this class was "Colors". However, the song played for the exercise was about "Farm" and "Animals". The song told about the farm and animal noises. This song was used creatively by the teacher because it also involved dialog by the children; they discussed their favorite animals.

The song was pertinent to the exercise's objective because the students learned about many farm animals; some of these were: horses, sheep, hens, cows, ducks and pigs. The song was appropriate as a children's song because it grasped their attention and it was fun. It was also appropriate to the students' level because it was simple, even though it was noticeable more complex than previous songs because it included more complex lyrics.

In a similar way than previous songs, there was contribution to learning because students practiced new vocabulary directly. The song was also effective for learning because it involved the participation of the students when they started talking about their favorite animals.

The last song observed for this group was played during the ninth class; in the tenth class a cooking activity took place. The topic of the class was "Fruits" and "Colors". However, the song was about "Shapes". The song told names of shapes and the number of sides for these shapes.

The song developed on the previous topic of "Numbers" and it was pertinent to the exercise's objective because it taught about different shapes and the shapes of objects. The song was also appropriate to the group's level because it consisted of simple lyrics.

The teacher did not make use of this material creatively. The song was simple and students did not seem to be interested. A better approach would have been to include realia objects like miniatures or to ask the students to talk about objects that they liked and about their shapes.

However, the song was effective for teaching about shapes because it taught shapes and their relation to objects, for example, "A ball is a circle", "A table is a

rectangle”. The song also dealt with numbers, “A square has four sides”. This song was also effective because it allowed the students to reinforce previous content.

The songs played through the class sessions came from the companion CD of the student pack that was used in this institution. They were well recorded, with native speaking actors, nice music and clear quality sound. The teacher played them a few times so that the students could listen and learn. The exercises that made use of the songs mostly involved students singing along.

Stories

Besides the songs, the companion CD also included stories; these were played during two of the class sessions. The first story was played during the third class. The topic and objective of the class were related to “Numbers”. The objective of the exercise was to practice counting along with other actions and vocabulary. The story told about a birthday, where a mother and her children talked about a boy’s party, his age, and the number of candles and gifts.

The story was not used creatively by the teacher. Students should have been asked to participate by talking about their own birthday parties; this would have awakened their interest in the activity.

The story was relevant to the exercise’s objective because it taught about using numbers for different things, for example, by referring to quantities and age. The material was also appropriate for the students’ age because the story used simple sentences for describing the scene.

The story contributed to learning because it grasped the interest of students by telling about a birthday party; this seemed to be an interesting topic for children. Students learned vocabulary for birthday parties’ objects and reinforced knowledge about numbers and quantities.

The second story was played during the seventh class. The topic and objective of the class were related to “Colors”. The objective of the activity was to practice listening along with reading skills; students read the story from the textbook. There was also additional content in the form of questions with positive and negative answers. The story consisted of two children talking about which fruits they like, their shape, colors and taste.

This story was not used creatively neither. The teacher should have involved the students more by asking them about their favorite fruits or food. However, the material was relevant because the story included practice for questions and answers like “Is the apple red?”, “Do you like apples?” or “Apples are sweet”. As with previous materials, the students practiced new topics along with previous topics. The material was also appropriate because the questions and answers were simple and introductory; this simplicity was adequate for their level.

As with the first story used for this group, this second story also contributed to learning by allowing direct use of the language through reading and speaking (Dean, 1999). For both occasions in which stories were played, the teacher asked the students to listen carefully. Then, the students worked in exercises from the book. By combining stories with written exercises from the textbook, the students learned more effectively because they made use of their different language skills.

Regarding quality, the stories also came in the companion CD of the student pack; therefore they had the same features as the songs. They were well made, with quality voice acting, background music and clear sound.

Movies

A movie was played during the sixth class during a Thursday. It was for an independent spare activity whose objectives did not relate to other classes. It consisted

in a computer animated movie for all ages. The teacher had informed the students about this activity previously because different age groups arrived at the same time. The whole movie was played and at some instances the teacher would stop the movie to make remarks about the film.

The movie was not used creatively by the teacher. The students watched and they were asked to work on a short homework based on the movie. The teacher should have included interactivity by asking the students questions throughout the movie or by including activities which related to topics from other class sessions. However, students did enjoy the movie, but it was too much information for effectively learning vocabulary or other information.

The movie was not pertinent to any perceived topic or objective. Also, the assignment given by the teacher did not directly develop on previous material. In addition, the movie was not appropriate to the knowledge of the students because it contained real dialog in American English, which was too advanced for their level.

This movie did not contribute for learning because, as stated previously, it was too advanced as a source of audiovisual material. Although the movie contained real dialog, which is beneficial for learning, shorter video clips would have been a better option.

The film was shown in a DVD, therefore the quality was excellent. Also, the play took place in the multimedia room, where every student could easily listen and watch.

Objects

The realia was used during the tenth class. It was used for a cooking activity which took place during a Thursday; the students helped with the preparation of small desserts. The realia consisted of things such as fruits, chocolate, plates, sticks, etc.

These were used during the activity for making a recipe written on the whiteboard. The activity had been coordinated previously and the students brought some of the materials while the teacher brought the rest.

Because the activity was leisure oriented, it did not directly involve developing contents from previous topics. Instead it was purely oriented to following the recipe and the instructions given by the teacher; therefore the activity was not pertinent to any topic. However, the author considers that there was appropriateness for the level of the group and as a children's activity. This is because the instructions were simple and the socialization was fun for the children.

The activity was well prepared but it was not creative. The teacher made appropriate use of the realia as a supplementary material for the activity. The students also seemed interested and liked the change of pace and environment; they were very participative. However, the topic of the activity limited the variety of realia to food and simple cooking tools, therefore students could not be involved into more creative activities.

In addition, the realia did not contribute to learning because the objects were not used to teach new topics or concepts. The objects were only used as part of the activity, but not for developing interest in the language. For example, a more appropriate use of realia would have been short theatrical plays which made use of realia for role playing.

Because the realia used for this group consisted of simple food items and cooking tools, the author cannot give an appropriate qualification regarding its quality as teaching material. However, the activity itself can be qualified as acceptable because it was well organized and the items were in good condition.

Learning Styles

The use of posters involved visual and auditory learning styles. The students learned visually by matching the images or labels to their pronunciation. The auditory learning took place when the teacher pronounced the statements for repetition, instructions or questions while the students listened carefully in order to work on an exercise or for repeating.

Similar to the posters, the use of the whiteboard involved visual and kinesthetic learning styles mainly. During the observations, the teacher used the board to write down exercises or content for class. The students learned visually by observing or analyzing (reading) the text and drawings. Additionally, they applied kinesthetic learning styles by working on the exercises based on written instructions.

The songs and stories involved auditory learning styles mainly. The teacher played songs that students could listen or sing along. Additionally, some songs included actions, such as dancing steps or body movements; this can be considered kinesthetic learning, but it was not emphasized. The exercises for the stories involved listening and subsequently working on a task given by the teacher, for example, a short dialog. Finally, the students also worked with exercises from the book intended for being completed after listening to these audio materials.

The movie involved audiovisual learning. Students learned by carefully watching, listening to the dialog and sounds while they saw characters' actions. There was little intervention by the teacher, who would only stop the movie to give the students clarification or to refer to some aspect of the movie.

The use of realia objects in the cooking exercise involved visual, auditory and kinesthetic learning styles. The students learned visually by reading the recipe and drawings on the whiteboard and by observing the teacher's actions. In addition, they

applied auditory learning by listening to the teacher's instructions and relating them to the teacher's actions. Finally, they learned kinesthetically by following the instructions of the recipe using the realia.

5th Grade/9 Years Old

Posters

For this age group posters were observed once; it was during the second class and the topic was "Actions". The objective of the class and the exercise was to learn vocabulary about actions and their form in present continuous tense. The poster showed beach scenery and people doing different things. The students developed sentences like "The children are playing with the ball.", "People are swimming in the water.", etc.

The poster was used pertinently to the exercises' aim because the students learned to describe actions with present continuous statements. The material was also appropriate to the group's level because it didn't include any labels or text; it was intended for more demanding exercises. Students had to elaborate descriptions using only their communicative competence; therefore this exercise was more challenging compared to the poster observations of the previous age group.

This activity was developed with creativity. The students had freedom to describe the beach scene or to talk about what they do at the beach. This greater level of interactivity awoke the students' interest more than the observation of posters for the previous age group.

For this group, the material contributed for learning because it was used as an instrument to reinforce the student's language abilities. In the previous group, posters had text or labels which hinted students about the answers, which were also simpler. The poster for this age group did not have any additional visual aids and it had richer illustrations compared to showing isolated objects.

Regarding the quality of the material, the poster was in good condition, readily available for using it in exercises, and its illustrations were appropriate for the English lesson.

White Board

The first class' topic was about "Actions" and the objectives were to learn verb vocabulary and their respective form in present continuous tense. The board was used to write up the contents to be taught and sentence completion exercises such as "Look at the people. They are ..." or for questions such as "What are they doing?".

The board was not used creatively and it did not awake the interest of the students; it was only employed for contents of the lesson and for exercises. The teacher did not use the board for more demanding activities such as asking students to draw people doing actions or writing complex dialogs.

However, the material was pertinent to the aim of the exercise because the board was used to build up reading, writing and speaking in present continuous. It was also appropriate to the group's knowledge level because students learned by writing simple repeating patterns of sentences. This allowed them to practice syntax for present continuous.

In addition, the exercises on the board contributed for learning new vocabulary, writing sentences and practicing questions and answers. The students benefited from these tasks because they were simple, yet excellent for introducing and reinforcing their knowledge. Once students familiarized with the exercises' pattern, they could start using present continuous for more complex activities.

The second class observation dealt with "The Sea" and its objectives were to learn vocabulary for sea creatures and things that people do at the beach or in the ocean. The board was used for writing the contents of the lesson and to draw sea creatures,

people and the sea. Students were asked to identify these creatures, their quantity, their location on the drawing and what they do. Additionally, students were asked to write on the board sentences in assertive “is/are” or negative “is not / are not” forms.

The board was creatively used for drawing the creatures and scene instead of showing this in a poster. The teacher developed a richer visual exercise where things were changed around, added or removed.

The board was pertinent to the objectives of the class because it was used to impart present continuous and new vocabulary while practicing other topics, such as quantities and actions. It was also appropriately used for the group’s knowledge level and age because the exercises maintained appropriate simplicity and using drawings grasped the interest of the children.

Thus, the board was used effectively as a tool for learning because it helped the children visualize the new content. Drawing on the board had benefits over using posters in terms of dynamism and interactivity. Additionally, students practiced their language skills directly by completing the written or spoken tasks given by the teacher (Dean, 1999).

The third class dealt with numbers 20 to 100. Its objective was to learn how to read, pronounce, and write from 20 to 30 in English. The board was used to illustrate number shapes and their labels. There were also exercises for questions like “How many?” and exercises involving math operators such as “plus” (+), “minus” (-) and “times” (x), like “10 + 10 is/makes 20”.

The material was used pertinently to the objective and topic of the class because it elaborated on new numbers. It was also used appropriately to the class’ level because these numbers were introduced with a simple vocabulary lesson, which is, indicating the numbers and their labels.

Thus, the whiteboard was not used with creativity because numbers were taught as simple vocabulary. For example, 20 are spelled “twenty”, 21 are “twenty-one”, etc. Students practiced the new set of numbers, and also worked in counting from 20 to 30, but the teacher did not develop any interesting activities.

However, the board was used successfully for teaching the material because it was more convenient for developing the list of numbers and math operations than posters or other visual resources. The students could easily identify the number labels and operations; this made learning this lesson easier.

The fourth class’ topic expanded on previously introduced “Actions”; its objective was to practice writing using present tense, present continuous, affirmative and negative sentences. The board was used to develop an exercise about writing an email letter. Students replied to this letter in present tense and present continuous by writing or completing sentences; as mentioned earlier, it included actions and affirmative and negative sentences.

Using the board for these exercises was pertinent to the objectives of the lesson because it allowed students to practice grammar in various forms. It was also appropriate for the group’s level because the letter writing and the sentence completion tasks were simple; this difficulty was in accordance with previously observed classes.

The board was used creatively by the teacher because writing a letter was an interesting exercise from the author’s perspective. Students were exposed to a greater degree of difficulty and a more attractive application of English than with simpler exercises. However, this task was long and it did not awake the students’ interest.

Similar to previous observations for this group, the board was used successfully for developing an exercise which contributed to learning. This exercise was long in duration, but it allowed the students to practice and reinforce various aspects of

grammar. Although, the author considers that children in introductory English should not be overwhelmed with complex activities all the time, this was a refreshing change of pace.

The fifth class' topic continued expanding on "Actions"; the observed objectives were to learn more verbs and vocabulary. The teacher used the whiteboard to write questions in present continuous. Also, the teacher made simple drawings of these actions for visualization. For example, if the question was "Is he climbing through the window?", the students had to answer according to the drawing. Later, the board was used to write answers to which the students had to write questions.

The board was used pertinently to the objectives of the class because it further helped practicing questions and answers with actions and verbs. It was also used appropriately to the group's level because the exercises were kept simple so that students could concentrate in learning the questions and vocabulary. It was also appropriately for the group's age because the illustrations grasped attention of the children which contributed to imparting the material.

For this class the board was used with creativity. As mentioned before, the teacher used it to dynamically create scenes; this is preferable for more interactive lessons. In addition, the exercises helped visualizing the contents, which in turn contributed to learning. Drawing simple shapes to show people doing things was an effective and fast way of teaching actions vocabulary. However, some actions like "He is writing a letter." would have been better illustrated with a picture or video clip.

The sixth class didn't make use of the board; a movie play took place during this session. The board was used during the seventh class; it expanded the topic of "Food". Its objective was to teach new food names and verbs vocabulary. As with previous observations, the board was used to write content, vocabulary and sentence completion

exercises. For example, the verbs “to eat”, “to drink”, and “to make” were used for questions and answers. The students were asked to answer in affirmative or negative form. Additionally, food vocabulary such as “lemonade”, “milk”, “hamburgers”, “salad” and “jello” was taught.

However, the board was not used creatively for this lesson. The teacher did not make illustrations or drawings of objects as seen in previous exercises; the students looked in the book for illustrations.

Nonetheless, the whiteboard was used pertinently to the class’ objective because the exercises expanded vocabulary and these helped reinforcing grammar. Also, the exercises were appropriate for the children’s level because they maintained simplicity as with previous vocabulary lessons.

The board was effectively used for learning; it followed the same format of writing vocabulary and using it in different types of sentences. Students had familiarized with this style of exercise and therefore they could follow the material easily.

The eighth class expanded the topic of “Actions”. The exercises written on the board aimed to teaching celebration items; the objectives were to learn verbs like “to decorate”, “to prepare”, “to design” and “to practice” along with vocabulary. Some of the new vocabulary for celebrations was “poster”, “invitation”, “band” and “decorations”. As with previous classes, the board was used to write questions and sentence completion exercises in affirmative and negative forms in present continuous. For example, some of the questions were “Are you designing a poster?” and “Are you preparing food?”.

The whiteboard was used pertinently to the objectives because the exercises focused in previously learned grammar and new vocabulary. There was also

appropriateness to the group's level because these exercises kept the simplicity from previous vocabulary lessons.

However, the board was not used creatively. Same as for previous observations, the board was used simply for elaborating vocabulary exercises, but not for developing more interesting or participative activities. Students were familiarized with this format of exercises, but they were not interested in them.

Conversely, the board was used effectively for learning because it allowed students to practice their writing skills and to improve their vocabulary. Still, it would have been more suitable to use the board for illustrating as it was done in other exercises. Illustrations, even in the form of simple drawings, contribute for easier vocabulary learning by the student.

The ninth class' topic was the "Body"; the objectives were to learn vocabulary for parts of the head. The board was used to draw body parts of the head: "eyes", "ears", "mouth", "nose", "eyebrows", "teeth", "hair" and "cheeks". Exercises consisted in labeling and coloring these parts.

For this observation the board was used creatively by the teacher. The teacher used both, the drawings and her head to refer to the parts of the head. Students were amused by this, and the teacher carried the activity well. In conclusion, this was a fun activity and students found it interesting.

As with previous observations, the board was used pertinently to the objective by developing written exercises with new vocabulary. The board was also used appropriately to the group's level because the activities were simple; these allowed the students to make a connection between parts of the head and their respective names.

In addition, the board was used effectively for the learning process by making use of visualization between body parts and their names. This is due to the topic, which

was easy to understand, and because of the effective use of illustrations and demonstrations for the lesson.

For the final observation, the tenth class, the board was used during a cooking activity; this was the same cooking activity as the previous group. The board was used to write down a recipe and labels for realia and food items. There were no specific topics or objectives for this class which directly connected to previously observed content; it was a recreation oriented activity.

Because the board was used to write down a list of instructions for the recipe, the material was used pertinently to the activity's aim. It was also used appropriately to the group's level because the instructions were simple and it included drawings of the objects with labels to help students understand the recipe.

However, the activity was not creative. As stated for the previous group, a better choice of activity would have involved more interaction and better use of realia.

For the tenth observation, the board was not effective for learning. It was only used to write instructions and its contents remained unchanged throughout the activity. It would have been better to use the board for writing instructions and other content as the activity progressed. This observation is the same as for the previous group because both activities were the same.

Regarding the quality of the material, the same observations were made for both, the board in the classroom and in the kitchen; these were clean, well maintained and the contents and exercises written on the board were well organized.

Songs

Songs observed for this group also came in the student pack CD. As mentioned previously, the first class dealt with vocabulary for "Actions". The objectives of the exercise were to practice listening and speaking skills in present continuous tense. The

song was about a water park and it described children, trainers, dolphins and their actions.

The song was not used creatively in the activity. However, children enjoyed this material because they liked to sing and learn new songs. However, the song was pertinent to the exercise's objectives because its lyrics taught present continuous form and it included vocabulary. The song was appropriate to the group's level because it had a simple pattern and it was easy to learn, repeat and sing along.

The song observed during the exercise contributed for learning because it exposed children to spoken language which contributed to their listening and speaking skills. It was also enjoyed by the children, which in turn contributed to learning because they learned the material by learning the song.

There were no songs played during the second class. Next, the third class' song dealt with "Numbers"; its objectives focused in learning from 20 to 100 and it included simple math operations.

Same was the previous song, it was not used creatively by the teacher, but it was enjoyed by the students. Nevertheless, the song was pertinent to the aim of the exercise because it reinforced listening and speaking skills for numbers; it also expanded content by introducing simple math operations. Finally, the song was also appropriate to the group's level because it involved simple repeating patterns that could be applied for different combinations of numbers.

This song contributed for learning because its lyrics exposed students to numbers and how to use them in math operations. In the same way as the previous song, the students were likely to sing it outside of class once they learned it, thus they would reinforce their knowledge.

The fourth class' topic continued teaching about "Actions". The objectives were to practice listening and speaking of new verbs using present continuous tense. The song talked about children, which animals they liked and their efforts for saving animals.

For this observation the teacher did not use the song for a creative activity, but students enjoyed learning the song. As well, this material was pertinent to the exercise's aim because it allowed practicing of the new verb vocabulary. The song was also appropriate to the knowledge level and age of the group because it had simple and short lyrics; it maintained the same format as previously observed songs.

This material also contributed for learning because its lyrics exposed students to spoken language for actions and animals. Students were also likely to sing it outside of class, thus they would reinforce their learning.

The fifth and sixth classes didn't include any songs; a movie was played during the sixth class. The seventh class' topic was about "Food" and the objective of the exercise was to practice new vocabulary along with previous learned material.

In class, the teacher played a song called "The Jello Men". It was about jello men doing things and eating other foods; the song described in present continuous tense.

The teacher did not use the song creatively for the exercise; however, the students still liked this activity. On the other hand, the song was pertinent to the exercise's objective because it helped practicing new and previously seen content. It was also appropriate to the group's level because its lyrics included sentences with simple statements and questions. The topic of the song was also appropriate as a child's song because the children seemed to enjoy it.

This song also contributed for learning because its lyrics taught students vocabulary for actions and food items. The same observation as previous songs is given; students were likely to sing the song outside of class, reinforcing to their knowledge.

The eight and tenth class didn't include any songs; the tenth class was reserved for a cooking activity. The final class where a song was played for this group was the ninth. Its topic was about the "Body", in specific about head parts. The aim of the exercise was to practice verbal and listening skills regarding these parts. The song talked about making a mask and the materials and colors to make it.

The teacher did not make use of the song creatively because she only played it for the lesson. It would have been more appropriate to have developed an activity for actually making a mask. This would have grasped attention from students and they would have learned more by applying more participation.

The song was pertinent because it developed the exercise's objective and class' topic by employing the vocabulary; it also reinforced present continuous form. It was also appropriate to the group's level because it kept the simplicity observed from the songs from the student pack CD.

This song contributed for learning because it reinforced knowledge through its lyrics; these included actions and vocabulary. The song was also fun, which benefitted students because were likely to learn it, therefore they would have improved their language skills.

Regarding quality, these songs were from the same publisher as songs from the previous group; therefore the same quality applies for these: they were well made, with good voice actors, good background music and clear quality sound.

Stories

A single story was observed for this group; it was played during the seventh class. The topic for the class was related to “Food”. The objectives of the exercise were to practice listening and pronunciation of the new vocabulary. The title of the story was “Ken and Kelly making pizza”.

The story was not used creatively for a more interactive activity. For example, the teacher could have used the story to develop an actual cooking activity for pizza. However, the story was pertinent to the objectives of the exercise because it developed on new vocabulary and it made descriptions using present continuous sentences. The material was also appropriate for the students’ age because it was a fun story and the children maintained interest because of the topic.

Thus, the story contributed to learning because it awoke interest of students. Students put special attention on the topic; therefore they might have learned easier because they focused their efforts (Fanping, 2010).

Regarding the quality of the material, this is the same as the previous songs and stories; it was well made, with quality voice acting, music and clear sound.

Movies

The movie that was played for the other two groups was played for this group as well. This group joined with the 10 year olds for watching the movie. The students were also asked to work on a small homework assignment about the movie during the weekend.

As previously mentioned for the 8 years old group, the author considers that the material was not used creatively because the teacher only assigned simple homework. In addition, the movie was not pertinent to any previously observed topic because it was for an independent spare activity. Also, the assignment was simple and it did not

directly relate to previously observed objective. The movie was not appropriate to the knowledge level of the students because it involved real dialog in American English, which the author considers too advanced for introductory EFL students and children.

This movie did not contribute for learning because it was too advanced; it contained real dialog; shorter video clips would have been a better option for real dialog. Students enjoyed the movie, but it was too much information for a single activity and for effectively learning the language.

The same qualification regarding quality applies for this movie because it was the same movie shown to the previous and next groups. It was in a DVD, therefore the quality was excellent. Also, the movie was played in the multimedia room, so every student was able to watch it comfortably. The movie was also family oriented, so it was adequate for all ages.

Objects

This group also had a cooking activity which made use of realia; it was during the tenth class. This group joined the 10 years old group. They followed instructions for the preparation of small desserts; realia objects such as fruits, chocolate, plates, sticks, etc. were used during the activity. This session had been coordinated previously and the students brought part of the materials (realia) while the teacher brought the rest.

The teacher did not develop the activity creatively, but students enjoyed it. The activity was leisure oriented; it did not directly reinforce previous content. It was purely focused on following a recipe and the instructions; therefore the activity was not considered pertinent. Also, similar to the previous group, the author considers that there was appropriateness for the group's level because the activity kept simplicity, especially to stay fun for the students.

However, the use of realia did not contribute for learning because the objects were not used creatively to teach or reinforce skills. The objects were only used as ingredients to make the food, but not for developing an interesting activity for teaching the language. The activity itself can be qualified as acceptable because it had been previously prepared. But there are better topics for using realia, for example, a theatrical play would have been more beneficial for learning.

Since this was the same cooking activity for all groups, realia used for this observation consisted of the same objects. The author cannot give an appropriate qualification as a supplementary teaching material, but regarding physical quality the items were in good state.

Learning Styles

For this group, the use of posters involved visual and auditory learning styles mainly; there was a single observation of the use of this material. The visual learning consisted of students watching the poster illustrations and relating them to new vocabulary. The auditory learning took place when the teacher pronounced the vocabulary or gave instructions for the students to follow.

The use of the whiteboard involved visual and kinesthetic learning styles. During the observations, the teacher used the board to write down exercises, simple drawings or content. The students learned visually by reading, observing the drawings or working along with content from the textbook (exercises). Additionally, they applied kinesthetic learning styles by following instructions on the whiteboard.

The songs and stories involved auditory learning styles mainly. The teacher played songs for students to listen and repeat; this helped practicing their listening and speaking skills. Additionally, some songs included performing body movements; this

contributed by making these activities fun for students. For the stories, students listened and worked on exercises given by the teacher or exercises from the book.

The movie considered audiovisual learning. Students learned by carefully listening to the characters' dialog and movie sounds and by connecting this information to characters' actions. There was little intervention by the teachers, whom only stopped the movie to give the students clarifications or references.

The cooking exercise considered visual, auditory and kinesthetic learning styles. The students applied visual learning by reading the recipe on the whiteboard and by working on this recipe along with the teacher. They applied auditory learning by listening to the teacher's instructions. Finally, the students also learned kinesthetically by using the realia and by working on the recipe.

6th Grade/10 Years Old

Posters

For this group, posters were not used during any observation.

White Board

The board was the most frequently used supplementary teaching resource for this group as well. The topic of the first class was "Countries" and the objectives were to teach the students how to introduce themselves and to describe a country. The teacher used the board to write different country names, nationalities, descriptions for places and activities. For example, students learned statements such as "I am from Ecuador." and "I am Ecuadorian".

The board was not used for creative exercises. However, the activities required students' participation by speaking to the rest of the class, reading or working in an exercise from the board. Thus, the material was used pertinently to the objectives of the class because it taught students how to give information about themselves, their

countries, people and places. The exercises were also appropriate to the group's level because these were simple vocabulary lesson and developing sentences.

The board successfully contributed for teaching because students learned to describe places, either by reading the description or by working in the activities. Content was easily introduced and exemplified on the whiteboard. In addition, the board was used for working on written exercises for students.

The second class dealt with the topic of "Salutations" and the objective was to teach the students about formal and informal salutation forms and vocabulary. The board was used to exemplify salutations like "Hello", "Hi", "Good morning", etc. and phrases such as "Welcome", "Goodbye" and "See you tomorrow". There were also exercises for practicing contractions of the verb "to be". For example, "I'm", "You're", "He's", "She's", etc. In addition, the board showed simple dialog examples with the new vocabulary.

The board was not used in any creative activity. The teacher should have developed a drill where students established a dialog based in written instructions.

The material written on the board was pertinent because it introduced the new subject about simple salutations and how to use these to greet other people or during conversation. The exercises were also appropriate to the level of the group because these were simple and these introduced the new theme accordingly.

Continuing, the board was used successfully to teach salutations. However, the teacher should have included interactive drills for this lesson because the topics lent it for dialog activities. For example, simple dialog between two students based in a written exercise in the board would have been more beneficial for learning the subject.

During the third class, the topic of the "Room" was discussed. The objectives were to learn vocabulary about things found in rooms, practicing questions about

quantity, and to learn pronouns and possessives. The board was used for written exercises about objects and their position; the teacher used simple drawings for demonstrating positions of objects. The board was also used for additional content, the pronouns “this” and “that”. Additionally, possessives with the apostrophe and s form (’s) were introduced, for example, “Jason’s” and “Nick’s”.

The board was used creatively by the teacher to illustrate positions, which helped students understand the concepts. However, realia should have been more appropriate than drawings on the board for demonstrating positions. Nevertheless, the board was used pertinently because the written content and drawings helped to elaborate the topics; especially these helped practicing positions and possessive form. In a similar observation from previous lessons, the material was also appropriate as introductory level material because it maintained a simple and familiar format.

The board was very useful for learning new topics of the third class. Especially, the teacher made use of illustrations which contributed to learning object positions. There was also emphasis in the possessives, for which the teacher wrote many examples.

During the fourth class, the topic was “The house” and the objectives were to learn more vocabulary and possessive adjectives. The board was used to write content about the house and family members. The board was also used for exercises where students completed sentences regarding house locations (rooms) and family members. The content included vocabulary such as “bedroom”, “shower”, “bathroom” and “kitchen”. Some of the possessive adjectives introduced were “my”, “your”, “his”, “its” and “their”.

The board was not used creatively because it was limited to vocabulary and writing activities; there were not illustrations involved and students were not very

interested in the topic. On the other hand, the material on the board was pertinent because the exercises helped learning new vocabulary and adjectives. There was also appropriateness to the group's level because the exercises and explanations were simple. These combined both topics and developed sentences like "This is my room." or "This is my brother's room".

The teacher used the board appropriately for the lesson and for student's exercises. As with previous classes, students wrote or completed sentences using the new vocabulary. These direct tasks contributed for learning because these helped reinforce the contents.

During the fifth class, the topic was "Time", and the exercises' objective was to learn how to indicate time. The board was used to write down dialog and sentence completion exercises. For example, some of the time phrases included in dialogs were: "o'clock", "five past", "half past", "quarter to", "quarter past", etc. The board was also used to draw clocks showing different times. In other exercises, students had to fill in the blanks with time phrases for completing dialog.

The board was used creatively for illustrating time by drawing clocks as visual aid; however, activity still was not very interesting for students. Nonetheless, the material on the board was pertinent to the objective because it focused in teaching students different ways of telling time and it exemplified this with simple dialogs as well. Additionally, the simplicity of the dialogs and phrases was appropriate for the group's level.

Using the board contributed for learning because the lesson helped students to understand about different ways of telling time in English. The teacher took advantage of using illustrations along with written material to facilitate learning. The drawings and text complemented each other to make exercises clearer.

The sixth class did not make use of the board because it was a movie session. The seventh class' topic was "Sports" and the objectives were to teach students how to describe their favorite sports and activities. The board was used for content, drawing sports objects and vocabulary. Similar to previous exercises developed using the board, students were asked to discuss and write about sports that they practice. Some of the sports and activities mentioned were "soccer", "skiing", "biking", "watching TV" and some of the statements were "I like ..." and "I like to...".

The board was used creatively for creating drawings which helped with the lesson. Moreover, the topic was very attractive for children because they enjoyed talking about which sports and athletes they like. As well, the material was pertinent to the objectives because it reinforced descriptions. It was also appropriate to the level of the group because they practiced forming discussions with simple sentences. Additionally, this was an appropriate activity for children because it allowed them to talk about themselves and things they like to do; socializing is beneficial for learning.

The board was successfully used for reinforcing writing skills for the new subject. Children also seemed to have fun with the topic; they seemed to like writing about themselves and therefore they were probably better focused than in other exercises. However, the teacher should have used other visual or realia resources, such as footballs or basketballs; this would have improved the activity with interaction.

The eighth class' topic was "Things to do in spare time". Its objectives were to learn new vocabulary for hobbies. The board was used to write content and descriptions about hobbies of fictitious people. Additionally, there were practice exercises for conjugating verbs with "s" or "es" endings.

The lesson was not developed with creativity, but the topic was interesting for the children. The board was used pertinently because the exercises further elaborated

on knowledge for descriptions; it complemented material taught during previous classes. The activities were also appropriate to the group's level because the exercises expanded vocabulary and reinforced writing skills. Additionally, these were appropriate for children because the topic was fun; students seemed to enjoy describing their hobbies.

The board was successfully used to impart material. It was employed to list vocabulary, sample descriptions and written exercises about hobbies; this helped reinforcing language skills. Children seemed to enjoy the activity, which benefited them because they stay focused, which contributes for learning. The whiteboard should have been complemented with illustrations or other visual materials for a clearer lesson.

The theme for the ninth class was "School Objects" and its objective was to introduce vocabulary for school supplies and course subjects. The board was used to write content and question and answer exercises. Some of the vocabulary for school supplies was "eraser", "pen", "pencil", "pencil sharpener", "desk", "ruler", etc. The vocabulary for course subjects included "History", "Geography", "Gym class", etc. For example, exercises consisted of using simple sentences (statements) like "She is a student", "She is learning History", "She is a teacher, "She is teaching Math", etc.

However, the board was not used creatively for this exercise either. The teacher did not make any helping drawings or illustrations on the board. Students did not seem to be very interested for this topic as well. But, the material was used pertinently to the class' objective because it focused in introducing vocabulary, concepts, phrases and statements. Additionally, the material was appropriate to the group's level because the exercises and content were simple, maintaining the format observed in previous sessions.

The exercises did contribute for learning of vocabulary. On the other hand, the same observations for previous classes which focused in teaching vocabulary using the board are made for this: it would have been beneficial to include realia or other visual supplementary resource to teach vocabulary and to grasp attention from students.

Class number ten was the final observation; it involved a cooking activity which used the board for writing a recipe, drawings and vocabulary. The objective was to prepare simple desserts. It was a spare activity mainly and it did not develop or connect to previous topics. In this cooking activity the students worked on a task by following a recipe and the teacher's instructions.

As stated for previous groups, the whiteboard was not used creatively for this group. This resource was limited for using it for the recipe, therefore it can be considered that it was used pertinently to the activity's objective. It was also used appropriately to the group's level because instructions (recipe) were written in simple form along with simple drawings of objects with their labels to help students understand the recipe.

However, the board was not effective for learning. It was only used to write content which remained static throughout the activity. It would have been more appropriate to have used the board for writing instructions and other content as the activity progressed. This is the same observation than for previous groups because all three groups worked in the same activity.

Regarding quality, the whiteboard was big, clean and well maintained. The teacher used different colors of markers to write down the recipe; this helped to clarify and structure content. As previously stated, this observation is the same as for previous groups.

Songs

The first observation's topic was "Countries" and the aim of the exercise was to reinforce listening and speaking skills for names of countries. The song was about people singing about their countries and their characteristics.

The material was pertinent to the exercise because it allowed students to practice listening and speaking skills by learning the song. The material was also appropriate to the group's level because the lyrics were simple and the song had a simple pattern. As with previous songs, this material was also appropriate for children; they enjoyed singing activities because these were interactive and fun.

The second class did not include a song. The third class was about "The room" and the song was used for practicing listening and speaking skills. The song was about a child describing his room and many interesting objects in it. The material was pertinent to the aim of the exercise because it helped teaching new vocabulary. The song was also appropriate for the group's level because it had simple lyrics.

For this group, the last time where a song was observed was during the seventh class. The topic of the class was "Sports" and the objectives were to learn how to describe favorite sports and athletes. The song was used for practicing listening and speaking.

The song was pertinent to the exercise's aim because it helped students develop listening and speaking skills for new content, specially the vocabulary and statements (lyrics). The material was also appropriate for the group's age because it consisted of simple lyrics. There were questions and answers like "Are you ready?", "Do you have your pencil?", etc, therefore it had appropriate simplicity.

As with observations for the previous groups, these songs contributed for learning because they were used in exercises for reinforcing listening and speaking

skills. However, none of the observations were considered as creative in using these resources because these stuck to listening to the song for working in the book. The signing activities were fun, but these were not creative. However, singing seemed to be enjoyed by the students because it required interaction. These drills were helpful for easier learning because students focused in directly trying to understand the song and repeating or singing the lyrics (Dean, 1999).

Regarding quality, the songs were from the same publisher as songs from the previous group; therefore the same quality applies for these: these were well made, with good voice actors, good quality background music and clear sound.

Stories

As for the previous two groups, stories came from the companion CD. The first story was played during the fourth class; its topic was “The house” and the objective was to learn new vocabulary and possessive adjectives. The story talked about family members and what they liked to do. For example, “His name is John, he is my father”, “This is his television set. He likes to watch TV”, etc.

The material was pertinent because it reinforced listening and speaking skills for the new vocabulary and contents. It was also appropriate for the group’s level because it consisted of simple descriptions and dialogs.

The story contributed to learning because it allowed students to reinforce their listening skills. The teacher played the story a few times and asked students to work in a textbook assignment; this allowed them to practice writing as well.

The next class where a story was played was the seventh. Its topic was “Sports” and its objectives were to teach students about sports and activities. The story described sports and it talked about famous sport players.

The story was used pertinently because it focused in elaborating the topic of descriptions about things and people. There was also appropriateness to the group's level because the descriptions were simple and therefore easy for understanding by children.

This story was successful for elaborating on descriptions because students seemed to pay a lot of interest in famous sport players. There was a lot of discussion, especially by boys, about players like Lionel Messi and Cristiano Ronaldo. This benefitted the activity by grasping the attention of students, therefore it contributed by requiring more participation.

The eighth class also included a story; its topic was "Things to do in free time" and its objectives were to learn vocabulary and describing hobbies. The story told about a camping day between a boy, a girl and a dog.

The material was pertinent to the exercise's aim because it taught vocabulary and taught about describing activities (hobbies). It was also appropriate to the level of the group because it maintained the same simplicity as in previous stories.

This story also contributed for learning by practicing listening and speaking skills, but students were not as participative as in the previous story. However they still practiced discussion and worked in book exercises for the story.

The final story was played during the ninth class. The class' topic was "School Objects" and its objective was to introduce vocabulary about school and classes. The story told about a day at school and it described a student's busy day.

The story was pertinent because it taught about people at school, class subjects, activities and objects. The story was also appropriate to the group's level because it was simple; it had the same format than previous stories for introducing vocabulary and other contents.

The story contributed for learning because it developed language skills, but students did not show the same interest for this topic than for previous ones.

Similar to the stories and songs for previous age groups, the stories played for this group came in the companion CD from the student pack. The author qualifies the material the same as previous songs and stories: it was well made, with quality voice acting, music and clear sound.

Movies

As mentioned earlier, this group joined the 9 years old group for watching a film. In a similar fashion, students were asked to work in simple homework assignment about the movie.

As previously stated for the 9 years old group, this movie was not pertinent to any observed topic because it was for an independent spare activity. In addition, the assignment was simplistic and it did not directly relate to previous material, only to the movie; therefore it was not pertinent. Finally, the movie was not appropriate to the knowledge level of the students because it contained real dialog in American English; this was too advanced for all observed age groups.

This movie did not contribute for learning because it was too advanced; it contained difficult dialog along with vocabulary unknown to students. However, they enjoyed the movie, but it was too much information for a single activity and for effectively learning the language.

The same qualifications apply for this film; it had excellent quality. As mentioned previously, the movie play was inside a medium room and a big TV, so every student could watch and listen adequately.

Objects

There was also a cooking activity for this group where realia was employed. The students grouped with the 9 years old group and helped with the preparation of small desserts. The realia included food and objects such as fruits, chocolate, plates, sticks, etc. As mentioned for the previous groups, this activity had been coordinated the previous days and the students brought part of the materials while the teacher brought the rest.

The activity which used realia was leisure oriented; it did not elaborate on information from previous topics. Instead it was purely focused on the task; therefore the activity was not considered pertinent. However, the author does consider that it was appropriate for the group's level because the activity was adequately simple. The exercise was also appropriate for children because it was fun, which contributed to learning.

The cooking activity was the same for all three age groups. This activity made use of realia consisting food items and cooking tools, therefore the author cannot give an appropriate qualification regarding its quality as a supplementary teaching materials. However, in terms of content or physical quality the activity itself can be qualified as acceptable because it had been previously prepared.

The realia did not contribute for learning because the objects were not used creatively to teach or reinforce skills. The objects were only used as ingredients to make the food, but not for developing an interesting activity or for teaching English besides vocabulary. A better choice for making use of realia, such as theatrical plays, would have contributed for learning.

This was the same cooking activity with the same realia for all groups. The author cannot appropriately qualify the realia in terms of teaching material quality, because it was not used as such. However, the items were in good physical state

Learning Styles

Posters were not observed for this age group. The use of the whiteboard involved visual and kinesthetic learning styles. During the observations, the teacher used the board to write down content for class, exercises, and drawings. The students learned visually by reading or observing the drawings. Additionally, they practiced kinesthetic learning styles by working on the exercises or following written tasks.

The songs and stories mainly involved auditory learning. The main arrangement consisted in the teacher playing songs and the students listening and singing along. In a similar fashion, the stories were mostly about listening carefully to the audio and the students working on exercises from the textbook or tasks given by the teacher.

The movie that was played involved audiovisual learning. Students learned by carefully listening to the characters' dialog and by connecting this to actions. There was little intervention by the teachers, whom only stopped the movie for clarifications or for referring to the language aspects.

The cooking activity involved visual, auditory and kinesthetic learning styles. The students applied visual learning by reading the recipe on the whiteboard and by observing the teachers following the instructions on the recipe. Then they applied auditory learning by listening to what the teacher said. Finally, they followed instructions using the realia for developing the exercise.

The remainder of this subsection will briefly resume the perception of the author (observer) about the effectiveness of the observed supplementary teaching materials for

the learning process. There will also a brief comparison about this perception and the results from the surveys for the teachers and students.

Posters, whiteboard, songs and stories seemed to contribute effectively for learning when they were used in exercises that actively involved students in using English; the author thinks that participation was effective for learning compared to passive activities. For example, posters were used in drills that involved simple spoken questions, answers or repetition. Students learned new content directly speaking it and, at the end of the activity, students had learned how to make questions, reply with answers and improved their pronunciation (Dean, 1999).

When the whiteboard was used for exercises, these consisted mostly in simple and direct tasks to practice reading and writing skills, usually based in contents of a current lesson, but often applying and reinforcing previous knowledge too. Students improved their skills with these direct tasks by reading and writing the new content and linking it to previously learned content (Brumfit, Pincas & Broughton, 1978).

Songs and stories were also effective for developing listening and speaking skills by immersing students into simple but real spoken English (Nikolov, 2009). The benefit from these audio materials is that students learned by employing listening for doing tasks in the book. For example, students sang the song and analyzed lyrics included in the book; they also answered questions about a story. Activities which used these materials were also more enjoyable, which certainly contributed in the learning process.

The movie did not contribute to learning, but it was effective as initial exposure for students into real dialog (Nikolov, 2009); this type of dialog was too advanced for the groups in this investigation. Although students were asked to work in a simple assignment based in the movie, which suggests that the teacher expected them to have

understood the movie to some degree, they could have not readily practiced skills because the dialog included vocabulary that students were not familiar with.

The realia did not contribute for learning either. Objects observed during the cooking activity fell under the category of realia, but this activity did not use them effectively except for vocabulary. Even though the activity included completing tasks from a recipe, students were too distraught to have effectively absorbed new contents from instructions. This activity needed direct tasks for making effective use of realia (Brumfit, Pincas & Broughton, 1978) (Dean, 1999).

Regarding the surveys, in contrast to observations made by the author about the use of supplementary teaching resources, answers from the surveys stated that teachers also consider visual (posters) and audio (songs and stories) materials important for their teaching goals. Teachers answered that these and other materials such as realia are important for reinforcing language skills. They think that participation improves with the use of supplementary teaching materials. They also stated that they make use of these resources for most of the classes.

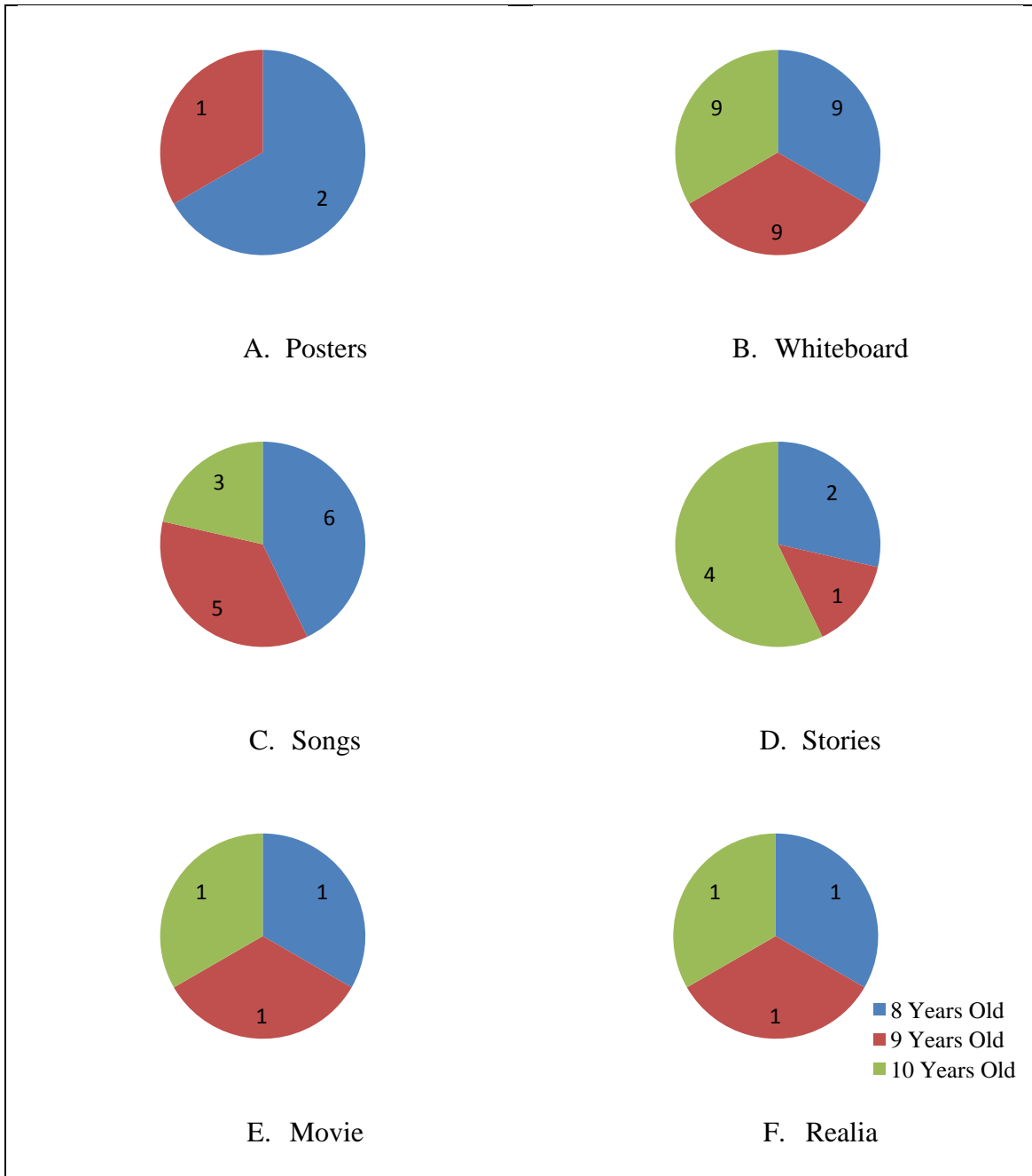
Finally, regarding students' answers from the surveys, they state that they like when the class includes supplementary materials. They state this situation contributes to their learning. They also agree that they prefer audio, visual, audiovisual and realia types of resources.

Quantitative Analysis

The observations show that the variety of supplementary materials, to the author's opinion, is acceptable. The observations were based on Chart 1, which lists 18 types of supplementary materials categorized in visual, audio, audiovisual, realia and online categories; only 6 resources were identified.

An acceptable variety of supplementary teaching materials was observed; this included six different types of materials identified for each age group: whiteboards, stories, songs, posters, movies and realia. This represents a third of the list suggested for this investigation.

Graph 1: Number of observations for each material



Author: Carlos E. Jerves

Source: 8, 9 and 10 years old approximately

Graph 1 shows the number of observations for each material; each color represents a different age group. The posters, movie and realia had an identical number of observations (frequency). These were barely used in one activity but it was expected that the teacher would have used them more often. The whiteboard was also uniformly often used because the teacher relied on it for developing the lesson. The movie and realia also had identical usage. The movie was anticipated to be rarely employed because this material needs a lot of time for viewing. The realia was expected to have been used more often because these were children's classes. Songs and stories had a frequent number of observations and their use varied accordingly to the contents of classes.

The white board was the most frequently used material. This was due to the reason that under normal circumstances educational institutions and schools with moderate economic resources provide their classrooms with at least one conventional writing board.

The writing board was ubiquitous enough that the teacher depended on it to impart the material. In addition, the high frequency of use was also due to its high adaptability. The teacher readily elaborated a wide range of content and exercises which helped accomplishing objectives.

Thus, for the institution of this investigation, a private educational institute which counted with middle level economic resources, the whiteboard was used with expected frequency and variety. The board was indispensable in almost all class sessions and it was used with creativity because diverse exercises were developed on the board to complement the teaching process.

Songs and stories were also frequently used in classes for all three age groups; these were included in the CD of the EFL package used in the institution. Most EFL

packages in their newer releases include supplementary resources in the form of accompanying books, multimedia discs and even websites. The same is true for more economically accessible and locally produced EFL packages used in Ecuadorian public schools, for example the “Our World Through English” series. Therefore, audio material was expected to be commonly observed in classes.

However, the use of companion multimedia or audio discs still depended on the teacher. From the observations, the teacher seemed to make use of the disc accordingly to book’s suggestions. This required the teachers to focus the attention of the students into listening carefully. Teachers avoid this because they lose the momentum of the class, but the teachers observed in this institution handled it well.

For these materials, the teacher made appropriate use in terms of variety and frequency. There was variety because the teacher used them with exercises like sentence completion, dialogs and writing. Also, songs or stories were used in almost half of the observed classes for all groups; this represents an appropriate frequency.

Posters were readily available in the classrooms, however they were used sparingly. The author only accounted when the teacher used them. It was observed that the posters were produced by the same publisher of the EFL learning package, therefore these were designed for EFL classes and showed a consistent format and quality. In addition, these could readily be used for a lesson or exercise from the textbook. Therefore, it was expected that the teacher would have used the posters in at least a few more classes.

For posters there was low frequency and no variety of use. As previously stated for other materials, their use is also dependent on the teacher. In this case, the author assumes that posters were not used frequently because of convenience or because of the

teacher's preferences. Finally, they did not show variety because they were only used for simple vocabulary exercises.

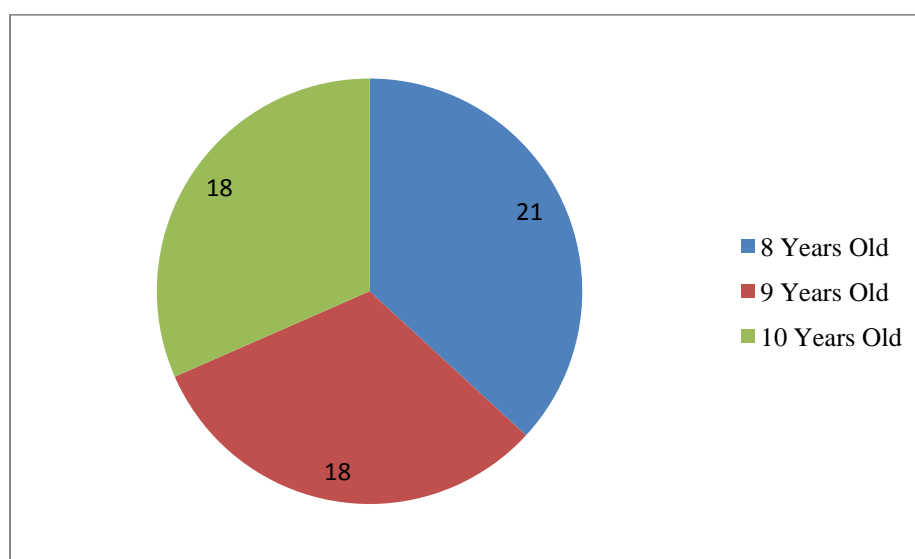
A single movie was played for all three groups; it was the same for all. The teacher chose this instead of shorter EFL videos; therefore more than a full class session was needed to play the movie.

The movie was used in a spare time activity, which contributed to variety; children enjoyed the movie, paid attention and had fun. In addition, even though the movie was only played once, this can be considered acceptable frequency because it required allocating around 90 minutes only for the movie play.

Finally, the realia was observed once during a cooking activity; it had been previously planned by teacher and students. The task consisted in preparing fruits on a stick by following a recipe. This activity was informal and it allowed students to socialize, therefore there wasn't much emphasis in creativity, variety or employing the realia for pure learning purposes. Ideally, this type of material should have also been used in regular classes because it helps to grasp the attention of the students; therefore a higher frequency was expected.

Graph 2 shows the total number of observations per group. The graph indicates that materials were almost equally used for the different age groups. This is probably due to the EFL study package used by this institution, which possibly maintains consistency in the rates of usage for materials from the companion CD, the songs and stories. The consistent use of the whiteboard and preferences of the teacher for the rest of materials also contributed to this uniformity.

Graph 2: Number of total observations for each group



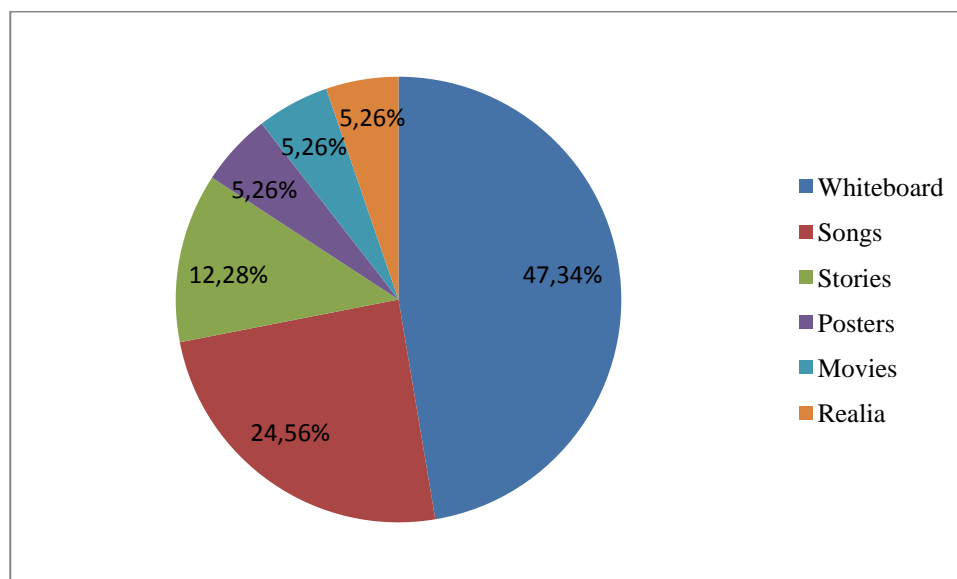
Author: Carlos E. Jerves

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

Continuing with the quantitative analysis, there will be an analysis of the results for frequency of use for each material. Firstly, Chart 5 shows the number of times, “f”, that a supplementary teaching material was observed; there is a value for each material and each age group. The first three “f” columns, starting from the left, represent the number of observations out of 10 for the 8 years old, 9 years old and 10 years old groups respectively. The fourth column, also “f”, is the sum of the previous three; it is the “TOTAL”. At the bottom of this fourth column, there is the sum of the number of times that supplementary materials were used; this value represents the total number of times that a specific type of supplementary material was observed for all groups and for all observations. The total is 57; this means that supplementary teaching materials were observed 57 times during the 30 class sessions.

The total of frequency for each material was obtained by calculating the percentage for each type of material; this value is shown in the fifth column and in the corresponding row. The value of 57 for the fourth column represents 100% of usage, which is the total value show in the fifth column. Then, the frequencies are calculated as a percentage from 57. For example, posters are the first non-empty row and these were used for a total of 3 times for all three groups. A value of 3 times represents a 5.26% of 57 times; therefore the frequency for this material has a value of 5.26% out of a possible 100%. The same applies for the next rows: whiteboard, songs, stories, movies and objects. The sum of all these frequencies equals 100%, which is 57 times that supplementary materials were used.

Graph 3: Frequency of use from 57 observations



Author: Carlos E. Jerves

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

Graph 3 shows the use of each material as a percentage from the total observations for all 3 groups. The whiteboard was the most used supplementary teaching material; it was observed 27 times for the three groups; this is 47.34% frequency. Songs and stories also had high frequency; the results are 24.56% and 12.28% respectively. The figure illustrates that posters were the least used, with a total of 3 observations for the three groups; this is 5.26% frequency. Next, movies and realia were also 5.26% each because these were one observed 3 times as well; even though all groups watched the same movie and did the same cooking activity the author counted them as 3 different occasions of use.

The results indicate that some materials had considerably higher frequency of use compared to others. This could have been caused by the teacher's preferences or because these materials were more readily available than others; this was the situation of the whiteboard, which was available in every classroom.

The results also indicate that some materials, like songs and stories, were used more often probably because these were part of the EFL study package. Therefore, these were appropriate and convenient for complementing exercises from the textbook.

Alternatively, materials such as posters were rarely used even though they were readily available. This was because the teacher seemed to prefer alternatives, such as the board, to impart content.

Finally, some materials were rarely observed because these were used in activities that were not an integral part of the course program or that did not focus in teaching. For example, in this investigation realia was only observed in one spare time activity but not in regular classes.

Conclusions

- Six resources were recognized: whiteboard, songs, stories, posters, movies and realia. This variety is acceptable considering the limited number of observations (30) for this investigation.
- The whiteboard, songs, stories and posters were used pertinently to the classes' objectives. The whiteboard was used creatively to develop a wide range of exercises, content and drawings which contributed to learning. The songs were fun, had simple lyrics and actions which children enjoyed. The stories were useful to reinforce knowledge through complementary exercises. The posters were helpful for reinforcing language skills through simple vocabulary exercises.
- The movie and realia were not used pertinently to build upon other classes' topics, goals or learning. The movie was not used creatively; it was not complemented with exercises, just homework. Finally, the use of realia also lacked creativity because it was employed for simple tasks, but not interactive (kinesthetic) learning.
- The whiteboard, songs, stories, posters and realia were appropriately used regarding the group's knowledge level and age. The board was employed for developing content and exercises of introductory to middle level difficulty, and for reinforcing knowledge. The songs and stories were used with the book for exercises of low difficulty. The posters were used in simple vocabulary drills as well. The realia was used for a fun cooking activity based on simple tasks.
- The movie was not appropriate because it involved real dialog and a complex story; therefore its use did not contribute for learning. However, the movie, songs, and stories exposed the students to real English, which in the long run

contributes for communicative competence. The surveys also indicate that children like these types of materials.

- All materials were in good condition and were well maintained. Additionally, the songs and stories had clear sound, the posters had nice illustrations and were readily visible to everyone, and the movie had good quality.
- The white board was the most frequently used from 57 observations; this might be attributed to the adaptability of the board which made it the teachers' favorite. The songs and stories were the second most used possibly because these were part of the EFL study package. The posters, movies and realia were the least used. For the posters, this might be due to the teacher's preferences. For the movies and realia, this is because these were only used in special class sessions.
- The results obtained for this investigation do not reflect the situation for poorer schools in Ecuador; these only apply for middle to high level income institutions like the one observed in this work.

Recommendations

It is suggested to study the use of supplementary teaching materials in schools with low economic resources because this is an important and widespread limitation of public education in Ecuador.

In addition, this study did not focus on more technologically advanced supplementary materials; the list for this study consisted of traditional and commonly observed resources. Private institutions in Ecuador offer better language programs and facilities. Therefore these places offer a better opportunity for research into the use of technology as supplementary teaching materials.

It is also recommended to carry out new studies that include longer observation periods and larger sample populations for collecting better information. For more accurate and revealing results it is recommended to contemplate entire course durations and sample populations that include all age groups.

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Annexes

Figure 1: Observation sheet sample of the first page

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)
 DATE: 8-Jun-2011 CLASS Nº 1
 GRADE: 8 years old

TOPIC OF THE LESSON: Animals
 OBJECTIVE(S): Vocabulary, animal sounds

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	

Figure 2: Observation sheet sample # 1 of the second page

8 year olds
Class # 1

DESCRIPTION OF THE USED MATERIAL:
Poster (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?
Vocabulary: dog, alligator, cow, iguana, rabbit. Teacher said the names of animals and students repeated

Was it used appropriately in relation to the topic of the class? yes no Why?
Animals with names, spelled

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

Was it used appropriately in relation to the students' age? yes no Why?
Listen to teacher, say the names, answer

Was it used appropriately in relation to the students' level? yes no Why?
Spelling and simple, new vocabulary

Was it elaborated and applied with creativity and originality? yes no Why?
Poster from publisher? Teacher used poster for pointer repeating exercises. "Repeat after me..." "Is it a dog?"

Were students motivated with the presented material? yes no Why and How?
(For example, activates participation, awakes students' interest and curiosity)
Teacher asked to repeat animal names and answer "It is a..."

How do you consider the quality of the used material?
Drawings were good. From publisher? Colors, shapes were drawn simple. Poster was visible to everybody. New, maintained?

Figure 3: Observation sheet sample # 2 of the second page

8 year olds
Class #1

DESCRIPTION OF THE USED MATERIAL:
white board (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?
Written exercises, complete the word, complete the phrase

Was it used appropriately in relation to the topic of the class? yes no Why?
Complete the word ~~"ra - it"~~ "ra - it" Exercises: "Be an owl, Hoot, Hoot, Hoot"
Exercises: "A yellow dog" / "An orange lion"

Was it used appropriately in relation to the objectives of the class? yes no Why?
Exercises to practice writing of the new content

Was it used appropriately in relation to the students' age? yes no Why?
New introductory vocabulary

Was it used appropriately in relation to the students' level? yes no Why?
Simple exercises and spelling

Was it elaborated and applied with creativity and originality? yes no Why?
Seemed to follow textbook

Were students motivated with the presented material? yes no Why and How?
(For example, activates participation, awakes students' interest and curiosity)
Students just did what the teacher asked them to

How do you consider the quality of the used material?
Board in good condition, clean, maintained

Figure 4: Observation sheet sample # 3 of the second page

8 years old
class #1

DESCRIPTION OF THE USED MATERIAL:
Song (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?
The teacher played and students sing

Was it used appropriately in relation to the topic of the class? yes no Why?
Song about animals and ~~songs~~ sounds

Was it used appropriately in relation to the objectives of the class? yes no Why?
Dog: Be a dog, wuf, wuf, wuf
Rabbit: Be a rabbit, ~~wuf~~ thup, thup, thup
Cat: Be a cat, meow, meow } vocabulary practice

Was it used appropriately in relation to the students' age? yes no Why?
Fun song, movements and making noises of animals.

Was it used appropriately in relation to the students' level? yes no Why?
Song is simple, Teacher make students repeat lyrics for other animals

Was it elaborated and applied with creativity and originality? yes no Why?
No, students just sing it.

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

How do you consider the quality of the used material?
Good quality. From green cd of the book?

Figure 5: Sample of teacher's survey

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()
DATE: 14-Julio-2011 CLASS Nº 10
GRADE: 8 years old / 9 years old

Do you think that the use of supplementary material motivates students to learn English? Why?
Yes, it motivates students to practice more English. I
aid to have fun while they learn.

What type of supplementary material do you usually use? Why do you use them?
We use cds and posters because they are included
in the book.

Do you take into consideration the different learning styles when designing and elaborating the supplementary material for your students? Why?
Yes we consider the 4 skills: listening, speaking,
reading and writing.

What type of supplementary material do your students prefer? Why?
They prefer songs, drawings, coloring pencils,
glue, letters, etc.

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

25% () 50% () 75% () 90% ()

Why?
Students like to make use of them, to learn
more and to have fun. Students like to work
on activities using these materials.

Figure 6: Sample of student's survey

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE

DATE: 23-junio-2011 CLASS Nº 6

GRADE: 8 years old

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?				<input checked="" type="checkbox"/>	<input type="checkbox"/>
¿Te ayudó a entender mejor el tema de la clase?				<input checked="" type="checkbox"/>	<input type="checkbox"/>
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?				<input checked="" type="checkbox"/>	<input type="checkbox"/>
¿Con que materiales crees que aprenderías mejor el tema de clase?					
VISUALES		AUDIO		OBJETOS REALES	
<ul style="list-style-type: none"> • flash cards () • diapositivas () • mapas () • gráficos o fotos () • tablas u organizadores gráficos () • hojas con actividades () • posters () • tarjetas con palabras () • pizarrón blanco o negro () 		<ul style="list-style-type: none"> • canciones () • diálogos () • historias <input checked="" type="checkbox"/> • cuentos <input checked="" type="checkbox"/> 		<ul style="list-style-type: none"> • objetos: (juguetes, plantas, frutas, etc.) <input checked="" type="checkbox"/> 	
		AUDIOVISUALES		ONLINE	
		<ul style="list-style-type: none"> • videos <input checked="" type="checkbox"/> • películas <input checked="" type="checkbox"/> • documentales () 		<ul style="list-style-type: none"> • websites () 	
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
<u>JUGUETES, PINTURAS, CARTULINAS, PEGA, BRILLO</u>					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?					
<input checked="" type="checkbox"/> siempre () de vez en cuando					