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The use of supplementary materials for teaching children in EFL classes

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CERTIFICATION

Mgs. Alexandra Zúñiga Ojeda

Certifies that:

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

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

Loja, March 2012.

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Thesis advisor

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AUTHORSHIP

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

March, 2012

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DEDICATION

To my parents, Gustavo Carrión Conde and Elsa Arévalo Arévalo who have always been giving me reasons to be a better person.

To my siblings, Gustavo Javier and Elsy Liliana for the joyfulness of their company.

To my husband, José Luis Rodríguez, who has supported me in every moment.

And finally, to my son José Gustavo, the reason of my life.

Johanna Gabriela Carrión Arévalo

I dedicate this investigation to my parents Carlos Ivan Orellana Ochoa y Rita Alexandra Jimbo Galarza, and my sister Maria José, who support me in all the process to get the final product of this research. They gave me advice and provided me with physical and economic resources to continue studying and succeed at.

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Abstract

The research theme is The Use of Supplementary Materials for Teaching Children in EFL Classes. The purpose of this study was to determine the type of supporting materials used in EFL classes. This was achieved through the following objectives: to analyze each one of the supplementary resources in terms of pertinence, appropriateness and quality; and to determine the frequency and variety of the supplementary material brought to the EFL classes.

The data of this study was gathered from two private schools in Loja city. It was carried out with samples of 4th, 5th and 6th grades of Basic Education. This study used qualitative and quantitative methods. The information was obtained through direct observation of thirty EFL lessons. Teachers' and students' surveys were also applied to find out aspects about their point of view of the supplementary material used in schools.

Finally, the results showed that the supplementary materials were used regularly in English classes as they provide a productive learning environment where the students understand the language in a better way.

Introduction

The use of supplementary material in EFL classes is a very important issue to be considered. It is a great tool for teachers who want to reach real objectives in the teaching-learning process. But, choosing it correctly makes the differences between a successful lesson and an unproductive one.

Consequently, the purpose of this thesis is to determine and analyze each one of the supplementary materials used in 4th, 5th and 6th grades of Basic Education in EFL classrooms. Additionally, this study analyzes the supporting materials used in schools in terms in pertinence, appropriateness, quality and the frequency and variety of the used supplementary resources.

In Ecuador, there is not enough investigation about the use of supplementary materials in schools, which can be a great tool to facilitate the learning process. The assumption is that some teachers are not using materials appropriately while some are not using them at all.

There are some previous studies about the use of supplementary materials in Asian countries like Japan and Taiwan. These studies helped us in this investigative process to have some evidence and support about the use of supplementary material and its benefits when the resources are correctly applied.

From the research conducted by Kelsen (2009), it shows that teachers and students can be involved in creative ways to incorporate Youtube with a variety of activities to enhance learning outcomes and provide a positive environment in the classroom.

His study was aimed to explore the use of YouTube as a supplement to regular class materials. He conducted the study with 38 participants who spoke Mandarin as

their first language, they ranged from 19 and 21 years of age and they studied in a private university in northern Taiwan.

The following study has reported that blogs are a form of authentic written text that can be used as a resource in the language classroom. In this research the teacher worked with a blog titled High Schools Around the World. It was made easy to access by linking it to the course management system. Afterward, the students went to the blog site in their own time and wrote about their high school. As a result, it was determined that blogs are a great way to develop listening/reading comprehension skills along with a means of introducing new ideas, new vocabulary or difficult concepts. (Galian & Bowcher, 2010.)

In addition, Hwang (2005) showed in his research the importance of the use of supplementary material; he had a sample of 180 freshman students of three linguistic classes and one teacher at a college in Taiwan that took part in the study. The teacher based on a strong personal interest in reading magazines/best-sellers and watching TV while living in the U.S., experimented with adopting these types of authentic materials, instead of EFL textbooks.

In his research, he presented as a result that supplementary material give the opportunity to interact with authentic oral and written text, having a positive effect on student's language acquisition.

Previous studies are very relevant for this thesis due to the results obtained on them which give an idea of how supplementary materials influence the learners' knowledge acquisition in order to support the present investigation. The importance of the teacher as an extrinsic motivation in the use of the materials is also explained in the studies.

The beneficiaries of this study are EFL's students and teachers in general, because through this research study teachers will awake their interest in using supplementary material, as well as providing an improvement in the educational system. This research also aims to be a resource of information and a base for future studies in the same topic. It facilitates further investigations in more specified aspects as focusing on the variables of this research.

Some of the limitations that appear in the investigative process were: The information of the students' surveys could not be real since the opinion of the kids was influenced by their classmate; also, children at their age do not have a clear idea of what a supplementary material is. It is necessary to mention that this research was developed during the last two months of the academic year making the time limit very short. It is suggested to start similar researches at the beginning of the academic year to obtain more variability on the results.

Finally, this study tries to collaborate for the teaching-learning process to be better, showing teachers that using supplementary material in EFL classes is fruitful. In the same way, contribute with future studies related to this topic, and facilitate further investigations in more specified aspects as focusing on the variables of this research.

Method

Settings and participants

This research study was carried out in the city of Loja, which is located in the south of Ecuador. Two private schools were selected randomly to develop the observations for this study. In these schools, one course of 4th, 5th and 6th grades were observed to gather the field information. The courses were composed of around thirty boys and girls. Approximately, the students are 8 years old in the 4th grade, 9 years old in the 5th grade, and 10 years old in the 6th grade of basic education.

The level of academic knowledge of the English language showed by most of the students was basic. There were some exceptions of kids who demonstrated more developed skills with the language.

Procedures

To have a better understanding of the topic of this investigation, scientific information and previous studies related to supplementary material were gathered from different sources like books, online sites and journals; the most relevant information is included in the literature review.

After that, the field investigation started. Two private schools of the city of Loja were selected; in one of them one course of 4th grade was observed and in the other school 5th and 6th grades were observed, too. In all of these courses ten classes were monitored in a period of around two months. The observation aimed to found out if teachers used supplementary material, how often they did it and the way they used these resources. It means, it was focused to know whether the supplementary material used by the teacher was pertinent in relation to the subject of the lesson, and appropriate in relation to the knowledge and age of the students, and how the quality

of material was considered. To take notes of this data, an observation format was applied during each observed lesson.

At the end of each class, two students were selected to complete a survey that inquired about how the kids liked the material used in class and if they feel it helped them to understand better the topic. They could also suggest a resource they would like the teacher to use.

After completing the ten observations, each teacher was asked to fill out a questionnaire to give an opinion about the use of supplementary material in teaching children in EFL classes.

The gathered data was registered in tables. The first table was used to record the variety of materials used in the three grades in relation to the amount of material selected for this study.

The second, third, and fourth tables, one for each course, were employed to tabulate when a supplementary material was used with pertinence and appropriateness. These aspects were evaluated based on the topic and objectives of the lesson and the relation with the age and the level of knowledge of the students respectively. The quality of the design and elaboration of the materials was also analyzed. These three tables were used for the qualitative method, as well as the table used to identify and classify the type of supplementary material used in classes.

In a fourth table we specified the frequency of use of extra resources on each course, in order to determine the most common supplementary materials used in these classes. To do this, the quantitative method was taken into account.

The combination of the qualitative and quantitative methods enabled us to find out trends in the practices and challenges of English language teaching. The research techniques used in this study were: observation, note taking and surveys. Instruments

like data collection formats, observations formats, questionnaires (included in the annexes), and tables were also applied.

This research includes a descriptive analysis (qualitative) and a statistical analysis (quantitative) of the results. The interpretation is based on scientific principles, without losing sight of the objectives of this study. After each pie chart, a description is illustrating the percentages of use of material on each course.

Discussion

Literature Review

The supplementary material is immersed in the methodological component for the English teaching, so the correct use of it is essential for the success of the teaching/learning process. In fact, Wlodkowski & Jaynes (1990) state that one of the basic objectives of using authentic materials is to *expose* the student to the real language. Supplementary materials have a transcendental importance in the class even if it is not a *real-life* situation.

Consequently, to understand the importance of the use of supplementary materials in teaching English as a foreign language, it is necessary to consider some themes related to it, which will contribute to a better understanding of the topic under investigation; they will be developed as follows.

Teaching a Foreign Language

The American Council on the Teaching of Foreign Languages, Inc. (2011) states that foreign language has different purposes and uses as well as different are the students that study it. The motives are indefinite: cultural reasons, international business, mastering multiple languages or just to fulfill a graduation requirement. But no matter the learner's reasons, communication is the essence of foreign language acquisition.

In addition, Maxum (2009, p. 22) defines:

Teaching English as a Foreign Language (TEFL) is a big business. There could be as many as a billion students learning English around the world at this time and that is reason enough to consider moving into it. Moreover if you consider the freedom the job gives you to move around the world and earn

your keep, the case for TEFL gets even stronger. Teaching English is something people do when they are ready to change their lives.

The whole reason of the teaching – learning process are the students, they are involved in selecting, modifying, and adapting goals and content. Therefore, it is very important to listen, watch, and appreciate them; they should be given the opportunities to modify, create, and evaluate pedagogical tasks and learning procedures.

Learners

Teachers should never close themselves to the pupils. Students should be identified by the instructor according to their age, interests, motivations, and their learning differences. When the teacher gets to know each student, he will understand better the way they learn.

As Harmer (2001, p. 37) says:

People at different ages learn different, that is the reason why teachers must consider this factor when planning what and how to teach. According to the age people have diverse needs, competences and cognitive skills. While children learn through play, adults learn better abstract concepts.

Children learn a foreign language in a natural way, through motivation and curiosity, or by doing fun activities, imitating the teacher and interacting with each other in the correct atmosphere. But maybe the most important fact is that they show enthusiasm, which empowers learning and makes it more quickly to acquire. (Alemany, 2010)

On the other side, children have some limitations. They rely on others to decide what is important to be learnt, since they have no experience upon which to draw they

need an instructor who transmits not only relevant knowledge but in enthusiastic and interactive manners. Harmer (2001) stated that pupils need engaging activities to follow, if not they will lose the interest and get bored instantly.

Similarly, adolescents need to be motivated to respond with their own experiences and thoughts rather than abstract activities. They are scientifically proved the best learners even though they appear difficult to work with. They need a lot of the teacher's attention since at this age they are looking for their identity that is at the heart of their self-esteem. (Harmer, 2001)

In contrast, as Alemany (2010) affirms adults need to validate the information on their values and beliefs. They have significant ability and knowledge to help other learners and the teacher. They are independent and decide for themselves what is important to be learnt. In brief they are more disciplined, have objectives and a pattern to follow.

Moreover, not only the age makes a learner special, many aspects take part in the differentiation of the students. When studying English, some people find it easy to talk and other students prefer to listen. Some people are embarrassed easily, and some do not care if people laugh at them. All these differences are not *bad* or *good*. They are just differences.

Saville (2006) states the following facts: Linguistics divide learners according to the identity and the relationship of the learners' first language and the target language. Meanwhile, sociolinguistics separate students based on economic, social and political aspects; and, psycholinguistics categorize them based on their aptitudes for foreign language acquisition.

But in any case, circumstances under which TFL takes place need to be taken into account. Learners' differences are one of the most important factors; each student

has his own set of learning styles which has been developed over the years. However, you can take this as an advantage to make the teaching process successful for you and productive for your students.

Another circumstance to be considered in the teaching process and empowered is the motivation; as Harmer (2001) said it is the more powerful tool in learning, and you need to be motivated to succeed. There are two types of motivation: extrinsic related to the outside factors like pass an exam or get a good grade; and, intrinsic motivation considered the most important that comes from the inside of the learner when he/ she wants to know more and feels satisfied with it.

Learning Styles

Each student has a way of acquiring knowledge. Maxom (2009) says that some learn better by listening, some by movement and touch, and many people respond well to seeing things. Auditory, Kinesthetic and Visual are different learning styles. That is why having variety in your lessons gives attention to these different styles and helps everyone succeed. Bringing something of interest into the classroom gets students quite excited and obviously helps them to learn better.

Teachers also have different methods. Many of them lecture, others demonstrate or lead students to self-discovery; several focus on principles and some on applications; and others emphasize memory and understanding. Felder (2007, p.69) affirms that “When mismatches exist between learning styles of most students and the teaching style of the professor, the students may become bored and inattentive in class and do poorly on tests.... Professors, confronted by low test grades, poor attendance and dropouts, know something is not working.”

For that reason, a balance between instructional methods and learners' preferences needs to be reached. A comfortable environment leads to productive

classes, attentive and active students, willing to learn and a teacher who provides feedbacks according to learners' necessities. This mutual cooperation will benefit the most to students.

Teaching techniques

Teaching techniques as tools used by professors is an element joined to the methodology. The techniques commonly called activities, integrate the four skills of English, and permit the teacher to involve the student in the practice of what is being taught. As Felder (2007, p. 68) establishes: "If we want our language learning classes to come as close as possible to real-life communicative situations, then we have to organize activities that let students use all of the language skills."

Teaching techniques are, Brainstorming, Story – telling, Note – Taking, Question and Answer, Interviews or Role Plays. Halliwell (2003, p.21) confirms:

There are plenty of classroom techniques which provide an extremely useful combination of real communication and quite deliberate rehearsal of a clearly identified set of fairly restricted material. They can involve any of the four skills of listening, speaking, reading, and writing, but their biggest contribution is probably in the field of spoken interaction between learners.

Teaching children is a whole different world, even though all levels need fun and engaging activities, when working with kids the teacher need to play with the language, expose it in a very natural way, just as they were learning their first language. Let the pupils talk to themselves nonsense phrases should be allowed. Make up rhymes, sing songs or tell stories; let them experiment with words and sounds. (Scott, Ytreberg& Grant, 2000)

There are infinite techniques to vary the work; for instance, giving different commands to the children so it feels different even when topic is the same. It won't be good for the children to develop their capacity to concentrate if the teacher jumps without sequence from one topic to the next (Halliwell, 2003). Hence, it is important to notice that playful techniques are essential but more important is the correct use of them and the sequence the teacher gives to these activities.

Different contexts for teaching

Context is a complex, multifaceted, perspective-dependent concept which may include a range of factors in its definition, from the specific characteristics of the learning and teaching environment, to disciplinary, institutional and systemic variables, and beyond that to broad social influences and personal issues affecting students' lives. Along with learner characteristics, context is frequently one of the first variables to be considered in learning design (Ramsden, 2005).

The importance of the different contexts in teaching has been analyzed from many points of view. Boud & Walker (1991, p.17) explain:

From a social theory perspective, learning is seen within the broader context of students' lives, including social, political, economic and cultural influences. From an experiential learning viewpoint, learning may be seen as a function of the relationship between learners and the learning milieu with the learner's personal foundation of experience, the learner's intent, and the learning milieu forming a network or nexus of cultural, social, institutional and psychological variables.

Another contextual influence that affects directly to the student is the nature of the teaching institution especially in relation to policies, infrastructure, systems, and procedures.

Benson & Samarawickrema (2007) state that students will always need clear rules and instructions; they feel secure in a controlled environment even if some of them try to avoid the norms. Talking about physical contexts, two of them are a big deal: Working with large groups and working in the laboratory.

There are a lot of ways in which the teacher can try to make the class more *personal*, these strategies take time, but they really work. Learning all the students' name is a good one because if the teacher just knows some of them, the learners will get the impression that the teacher has preferences. Collect information about the pupils with a *Get To Know You* survey, it will incite a nice learning environment.

Working in the laboratory requires preparation, a lot of effort from the facilitator. The advantages for the language in the lab are the great development of the listening and speaking skills. Students, most of the time, assume that going to the lab is time to play; still the teacher should use that motivation to make the lesson productive for everybody. Even when it is necessary the instructor should have an assistant to help him with the electronic devices, this will save time, effort, and maybe an embarrassment. (The Florida State University, 2010)

In brief, the different contexts in which a teacher can be involved are infinite, and for each one there is a way to approach the students; Being aware of them is relevant because then we can understand methods and techniques used in the class. The contexts also determine the use of the variety of supplementary materials, taking into account that these aids need to be pertinent and appropriate.

Supplementary Material

Any other resource, no matter the format, used in class, that supports the teacher work beside the textbook, is considered as supplementary material. This material complements the lacks that a coursebook has, and nowadays many publishing

houses are facilitating original sources that can be found in any market. Teachers now more than ever know that they are not alone when working in the class, they rely in these different kinds of aids which work effectively when they are chosen correctly.

In any way teachers must be careful in picking the right materials otherwise they will not be convenient. The two main objectives of supplementary material are to serve as a reference aid or help with the language, such as dictionaries, grammar books, etc.; and to provide with ideas to understand the process of teaching and learning, like flashcards, posters, videos, etc. (Hernández, 2008)

Supplementary materials are extremely important in a lesson, according to Berardo (2006, p. 4): “The main purpose of supplementary material is to engage the student into the topic, enhance his interest, and make the lesson enjoyable. It also helps to show things otherwise we will traduce or to prepare the student for a topic.”

Considering that fact, it is necessary to take into account that supplementary material must be interesting and motivating. Therefore when electing it, the teacher has to think of the students’ needs and the topic of the lesson; in other words, the materials need to be pertinent and appropriate; then, it will empower the lesson and fulfill its objective.

Furthermore, the presentation of the language trough supplementary material should be authentic and simplified, easy for access and acquisition. The aim is to expose the learner to real language situations as much as possible in the classroom (Wlodkowski & Jaynes, 1990). This is the role of the supplementary material, it should be genuine; it has to catch the learners’ attention and activate their participation.

Material to bring into the class can be infinite; there is a classification of them according to the way they are elaborated. For instance, *Relia*: The best way to teach

students is to expose them to the reality or real objects like, toys, plants, and fruits which can be taken account in this part. *Visual Aids*: After relia, these are the most effective ways to teach vocabulary and meaning. Common ones are pictures, flash cards, or posters. Visual aids also include maps, charts, word cards and power point presentation.

Another type of material is *Audio* which includes the use of songs, recorded dialogues, and stories; these aids are helpful to improve the listening skills in an amusing way. *Audiovisual*: When this source is well used, it can be a great support for the students to learn real English, the language that is used every day. In this section, videos, movies, and documentaries, are included. And *On-line material*: This source can be helpful and dangerous at the same time, especially when used with kids and adolescents it should be under supervision. When it is used in the correct way students can learn English in an active way; they can exchange e-mails, do exercises, browse different information or texts, or play games.

Alternatively, Maxom (2009) divides some of the materials according to the type of learner. Visual learners love to see *flash cards* which are good and fun for adults and children. The traditional flashcard has a picture on the front and the equivalent word in writing on the back or below. By holding up one side of the card, you can elicit the information on the other side.

Drawings can work too, a simple stick figure drawing is enough to make students smile and give them something to talk about. Use a clipart website if you really can not draw anything recognizable. Besides *photos* and specially celebrity pictures seem to work particularly well in EFL lessons, perhaps because of the glamorous international flavor they give to your lesson. Save old magazines, or even

catalogues, as photographs are great for explaining the meaning of a word, or setting a context.

Videos, short video clips really grab your students' attention and lend themselves to further activities in the practice and production stages. And the author mentions *realia* aids as a good aid too; the term for real objects you use to help you teach. Students feel involved when they get to touch something or move it around. Realia works to reinforce learning for visual and kinesthetic learners alike.

All in all, no matter how supplementary material is categorized, the use of it in class is a must; and taking into account the students' level and the lesson's topic and objectives when choosing the right aid is a quality of a good teacher.

On the other hand, there are many researches about the usefulness of the supplementary material that support the importance of this research, some of them will be described below.

Kelsen (2009) in his study explored the use of YouTube in an EFL situation by surveying students' attitudes towards using YouTube to study English. He applied qualitative and quantitative methods, choosing two sophomore classes with similar characteristics; both used the same textbook and materials. Qualitatively analyzed they result to be chemistry majors and they spoke mandarin as a first language.

They all had to complete the following process for this research. At the beginning of the semester the instructor gave the students a simple questionnaire regarding to gender and the experiences using internet and YouTube. Throughout the cycle, YouTube videos were used as supplementary material. The topic of the videos were related to the theme and the activities were previously review by the instructor who engaged them with worksheet activities and in-class discussions.

According to the author the results of this study in short are: 35% of students had used YouTube before but the majority did not use it to improve their language skills; and, the YouTube use was considerably increased by the end of the year, but not much for education, showing that students need extrinsic motivation to use YouTube in educational means.

Likewise, Rocha (2007) in his research aims to demonstrate the benefits of supplementary material specifically the use of short stories in EFL classes, including: motivational, literary, cultural and higher-order thinking benefits. Besides, short stories allow instructors to teach the four skills to all levels of language proficiency.

In this research two methods are used. The qualitative method, to analyze how short stories affect the students' motivation and cultural knowledge; and the deductive method to simplify previous studies and adapt them to the context the investigator is working on.

Short stories help students to learn the four skills - listening, speaking, reading, and writing - more effectively because of the motivational benefit embedded in the stories. In addition, with short stories, instructors can teach literary, cultural, and higher-order thinking aspects. So knowing this result Rocha concludes that short stories helps students to communicate fluently in the foreign language and to teach literacy, culture; and encourage them to continue reading.

In addition Hwang (2005) intends to demonstrate the importance of popular authentic material in EFL classes. Her investigation states that Taiwanese education has several deficiencies, such as: pompous sounding gibberish and a thin and flat repertoire with no range. She used both the quantitative and the qualitative methods, to reach her purpose.

The first was applied in order to have the number of subjects and to enumerate the activities they were doing. The teacher based on a strong personal interest in reading magazines/best-sellers and watching TV while living in the U.S., experimented with adopting these types of authentic materials, instead of EFL textbooks. The use of the qualitative method was necessary to give an assessment on the students' work and development.

According to the author this research was successful because it showed the importance of the use of supplementary material, and she corroborated her investigation with the theory of Shrum and Glisa (1994, p. 116) who state that "Empirical studies have confirmed the positive results gained by listeners and readers who are given opportunities to interact with authentic oral or written texts. Videotexts...bring the living culture right into the classroom."

As we said, many researches support our investigation, Galian & Bowcher (2010) grasp how the technology, concretely blogs, can fit with our understanding of language acquisition and how it can best support our pedagogical practice. And we need to understand the technology itself and to know how to use it.

In the development of the investigation they use a *Segment on Teaching a Contrast Paragraph*, that consists on the introduction of contrastive structure, key transition words and phrases, deconstructing exemplar contrast paragraphs; a brief introduction to the *High Schools Around the World* topic including directions for using the blog; using Edublogs that can be found at <http://edublogs.org>, a blog was set up for the class activity.

The blog was made easy to access by linking it to the course management system. Afterward, the students went to the blog site in their own time and wrote about

their high school. Questions were provided on the blog as a means of guiding and focusing the content and general form of the students' responses.

About a week before the paragraph was due, the class went to the computer lab to look at the comments on the blog. In class, students worked together to build a contrast paragraph using the structure and transition words previously covered in class, and the content from the blogs and their pair discussion. And finally the evaluation of the use of the blog within the contrast writing segment is completed with a questionnaire.

Indeed, with this qualitative process the authors determine that blogs are an easily accessible online form of authentic written text that can be used as a resource in the language classroom, and they can also be used as a platform or interface for language learning and teacher training. Blogs are a great way to develop listening/reading comprehension skills along with a means of introducing new ideas, new vocabulary or difficult concepts.

Alternatively, Sato & Suzuki (2010) address the types of image schema that are more effective as multimedia glosses. They make a comparison between the effectiveness of planar images and three-dimensional images. Two methods were used in this research, the quantitative method was applied in order to obtain the number of participants and the quantity of material used; and the qualitative method was used to analyze the results, qualify the material and check the information received.

It was found that there is no difference in the linguistic knowledge of special prepositions between control and experimental groups. However, it also established that there is no statistical significance between those who refer to planar and 3D dictionaries. Studying the quality of the picture doesn't make a big difference; we can

say that students prefer colored flash cards to the white and black ones. But the most important fact is that these differences don't affect the efficacy of the material.

The previous studies are very relevant for this research due to the provided conclusions. The importance of the teacher as an extrinsic motivation in the process is also elucidated in the studies. Giving an idea of how supplementary material influences the learners' knowledge acquisition supports this investigation. Pertinence and appropriateness should be taken into account when choosing the material.

Results

Qualitative Tabulation

Chart One: Type of the supplementary material used to teach children.

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

Author: Carrión Johanna and Orellana Carlos

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

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class		6 th class		7 th class		8 th class		9 th class		10 th class	
		Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr
Visual	Flashcard							✓	✓												
	Power point					✓	✓														
	Maps																				
	Pictures													✓	✓						
	Charts																				
	Handout																				
	Posters			✓	✓																
	Word cards	✓	✓							✓	✓										
	White board																				
	Bingo																				
Audio	Songs																				
	Dialogues							X	X												
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																			X	X
	Documen- taries																				
Realia	Objects (Toys, plants, fruits)			✓	✓											✓	✓				
Online	Website																				

Author: Carrión Johanna and Orellana Carlos

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

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class		6 th class		7 th class		8 th class		9 th class		10 th class	
		Pert.	Appr.	Pert.	Appr.	Pert.	Appr.	Pert.	Appr.	Pert.	Appr.	Pert.	Appr.	Pert.	Appr.	Pert.	Appr.	Pert.	Appr.	Pert.	Appr.
Visual	Flashcard			✓	✓													X	X		
	Power point																				
	Maps																				
	Pictures																				
	Charts																				
	Handout							✓	✓												
	Posters	✓	✓											X	✓						
	Word cards																				
	White board																				
	Bingo					✓	✓														
Audio	Songs																				
	Dialogues																				
	Stories															✓	✓			✓	✓
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documen- taries																				
Realia	Objects (Toys, plants, fruits)																				
Online	Website																				

Author: Carrión Johanna and Orellana Carlos

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

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class		6 th class		7 th class		8 th class		9 th class		10 th class	
		Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr
Visual	Flashcard																				
	Power point																				
	Maps																				
	Pictures	✓	✓																		
	Charts																				
	Handout			✓	✓	X	X	✓	✓									X	X	X	X
	Posters																				
	Word cards																				
	White board																				
	Bingo																				
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documen- taries																				
Realia	Objects (Toys, plants, fruits)									✓	✓										
Online	Website																				

Author: Carrión Johanna and Orellana Carlos

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

Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4 th grade	5 th grade	6 th grade	TOTAL	PERCENTAGE
		f	F	f	f	%
Visual	Flashcards	1	2	0	3	11.5%
	Power point presentations	1	0	0	1	3.8%
	Maps	0	0	0	0	0%
	Pictures	1	0	1	2	7.7%
	Charts	0	0	0	0	0%
	Handouts	0	1	5	6	23.1%
	Posters	1	2	0	3	11.5%
	Word cards	2	0	0	2	7.7%
	White/black board	0	0	0	0	0%
	Bingo cards	1	1	0	2	7.7%
Audio	Songs	0	0	0	0	0%
	dialogues	1	0	0	1	3.8%
	Stories	0	2	0	2	7.7%
	Tales	0	0	0	0	0%
Audiovisual	Videos	0	0	0	0	0%
	Movies	1	0	0	1	3.8%
	Documentaries	0	0	0	0	0%
Realia	Objects (toys, plants, fruits)	2	0	1	3	11.5%
Online	Websites	0	0	0	0	0%
TOTAL					26	100%

Author: Carrión Johanna and Orellana Carlos

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

Description, Analysis, and Interpretation of Results

In this section, each of the used supplementary materials is analyzed in terms of pertinence, considering the topic and objectives of the lesson; appropriateness, that refers to the use of the applied resource in relation to the age and academic level of the students; and, the quality of the aids was also described taking into account its design and elaboration.

The statements in this section are based on the direct observation and the teachers' and students' surveys. We also considered the results obtained from different researchers.

The materials are chronological organized, starting with 4th grade and finishing with 6th grade. At the end of each grade an analysis of the learning styles is provided, too.

Qualitative Analysis

4th Grade/ 8 Years old

Word Cards

This material was used to present and understand the new vocabulary about sports. The topic of this lesson was *Our hobbies*. The teacher showed the word cards and told the students the meaning of each word; the students repeated the words to practice pronunciation. Thus, the word cards were used pertinently because they were related to the topic, and let the students achieved the objective.

The word cards were stuck on the wall so the students had the opportunity to look at them. The teacher made them repeat the words many times and asked the students to participate individually by saying the meaning. The words were easy to understand and pronounce. The material was used appropriately with the kids because

the teacher considered their age and level to encourage them to participate, and they responded according to the teacher's expectation.

The quality of this material was very good; the words in the cards were very clear and big enough to let the students read from the wall. The students liked the material because it had colorful letters.

Bingo Cards

In the same lesson, after the teacher explained the new sports vocabulary and practiced pronunciation and meanings with the students, she gave a bingo card to each kid. The cards had the related vocabulary with images that represented the word. This helped the students to reinforce the vocabulary by repeating the word that the teacher took out when playing the game. This activity allowed the teacher to fulfill the objectives; therefore, the material was used pertinently.

The teacher explained clearly the way the game was going to develop and then she gave the cards to the students. All the doubts the students had were solved. While playing the game, children showed a lot of enthusiasm and interest and finally someone shouted "Bingo". The prize for the winner was a delicious chocolate that was showed all the time and motivated the students to be focus on the activity. Because of this we consider that the material was used appropriately according to the students' age and level of knowledge.

The quality of the bingo cards was excellent, full of images in bright colors and the material was resistant to the kids' use. The students loved the material. It was clearly showed that the teacher had elaborated the game, which is very remarkable. It contained just the learnt vocabulary facilitating the understanding of the game.

Poster

For the second observed class, which had the same topic *Our Hobbies*, the teacher used a poster to accomplish one of the objectives of the lesson: Review vocabulary about the time. She used this material to point out key words and practice expressions related to the time. All students were participating and recalling learnt vocabulary. The poster was pertinently used.

As the teacher asked the children to answer questions about the time, she pointed at the poster to help them to recall the information. The teacher promoted active participation with the students and kept the discipline when they were talking. The students enjoyed and understood the activity; consequently, this material was used appropriately.

The quality of the poster was really good, nice images, a watch with a happy face on it that was showing the time. It also contained key words to give the students an extra support when they were participating. The material awoke the interest in the students and they showed that they liked the poster.

Foam Clock

This material was also used in the second class. The teacher used this clock to achieve the second objective of the lesson: Telling the time. The teacher started by doing some examples and progressively let the students participate. And at the end of the class, all the kids were able to tell the time which showed that this material was used pertinently according to the objective and topic of the lesson. We could corroborate this in the students' survey which says the material helped them to understand better the topic of the lesson.

The foam clock was used to make students practice telling the time. The teacher set the clock and asked students to answer individually by raising their hand.

Children participated actively in this task. After that, the teacher gave the clock to some kids so they could make questions to their classmates. The kid that answered correctly had the chance to take the clock.

As Maxom, (2009) said children feel involved when they get to touch something or move it around. Realia works to reinforce learning for visual and kinesthetic learners alike. They enjoyed asking the classmates and they were interested in answering, too. The foam clock was totally appropriate for kids at this age since it let them play while learning. The material also fitted the students' level of knowledge because they did not have any problems participating.

The quality of the material was pretty good; the numbers on it were of different bright colors. The clock was handy, facilitating the students to hold it and use it correctly. Students showed enthusiasm and they also said they liked to work with this material.

Power Point Presentation

The topic of the lesson remained the same *Our Hobbies*. The objective of this lesson was to practice previous vocabulary and grammar: Use the time and present simple tense to talk about hobbies. The teacher used the presentation as virtual flashcards; each of the slides contained an image and a sentence in present simple. The teacher asked the student to read the sentences on the slides. The slides were used pertinently with the objective of the class because they let the teacher accomplish the goal of the lesson by practicing and reviewing vocabulary.

The power point presentation was displayed at the beginning of the class, as the slides were playing the teacher read the sentences and students repeated after her. At the end of the presentation there were some slides with no sentences for the students to practice. Before they started participating, the teacher explained better the grammar

structure and cleared some doubts. Finally the children were prepared to produce their own sentences. They participated according to the teacher's call. We can say this material was used appropriately to the students' conditions because they did not show any problems at taking part of the activity.

The presentation was so interesting; it contained motion images and sounds. Children liked the material and they were curious about what was coming on the next slide. The teacher designed each slide with originality and creativity.

Flashcards

This class was also about *Our hobbies*, the teacher provided the students with flashcards so they could participate individually in order to accomplish the lesson's objective: Use present simple to talk about hobbies. The children had to elaborate sentences in present simple and elicit them. The flashcards were pertinent for this class because it was a tool for the children to participate.

When the teacher showed the flashcards to the kids, they were interested and curious, but after a while they got bored because they only had to say one sentence and wait for everyone to participate. The material was appropriate for the students' age and level of knowledge; however, they finished the activity very fast and started to misbehave and walk around the class.

We believe that the quality of the flashcards influenced the interest of the kids, because they were just photocopies on construction paper, they did not have much color and the images were not very clear. In general the kids did not like the flashcards.

Dialogue Script

After the practice with the flashcards, the teacher showed a script on the screen with a projector. The students read it with the teacher and then they had to work in

pairs to practice the dialogue. The script contained vocabulary related to the topic of the lesson, which remained the same. The teacher wanted to practice present simple by doing this, but it did not work because the students were not able to reproduce the conversation. This material was not pertinent according to the objectives for the class.

The teacher started by reading the script to the children and making them repeat after her to practice vocabulary. Then, she asked to work in pairs and practice the vocabulary, but the students were not able to do it since their reading skills were not developed enough to complete the task. The teacher did not consider the age of the kids. She was not using this material appropriately to level of knowledge either, because the script contained some unknown vocabulary, too.

There is not much to say about the quality of the script because it was a text on a Microsoft Word sheet screened on a projector. It was plain text, no images or colors. It did not show originality or creativity. The students expressed that they did not like the material, because it was boring and confusing.

Word Cards

In this class the teacher aimed to introduce new vocabulary and make the students recognize classroom objects. The topic of the lesson was *Classroom Objects: Colors and shapes*. She used the cards to show the key words and practice correct pronunciation; the vocabulary was not too hard, so the kids achieved the first objective of the class. The students repeated the vocabulary after the teacher and after that they had to read the words by themselves. Because of this, we believe the word cards were used pertinently.

In terms of appropriateness, we saw the way the teacher developed the class around the material. She started by showing them the cards, make them repeat the vocabulary after her. Then, she divided the class into two groups, she gave each group

ten words and they had to label the objects in the class. This activity was very challenging for the students but they did it perfectly well, showing interest and curiosity. The material was appropriate for these kids because when the teacher used it, she considered their age and their academic level.

About the quality of the used material, we can mention that it was elaborated in the right size, so the students could read and understand the words. It was also colored and eye-catching. The kids loved the cards and they said the material helped them to understand better the topic of the lesson.

Pictures

In this class the teacher used pictures of holidays in Ecuador, which was the topic of the lesson. The main objective was to talk about *Ecuadorian Holidays*. The material was used pertinently considering the objective, because the students could understand better the topic of the lesson by looking at the pictures. They were really curious about what was coming next and how to express their ideas in English.

The teacher started the class by showing the students all the pictures once; then, she took one by one and described the holiday. The children could give their opinion and they had the teacher's support when they did not know a word. After she finished with all the pictures, she divided the class into groups and gave them a picture. The kids had to draw something similar or related to the holiday. They enjoyed the activity and finished it very well. Because of the results, we can uphold that the material was used appropriately.

The quality of the pictures was vivid, great colors and good size; at the same time the photos were clear enough to let the students copy some details on their drawings. Students said on the interviews, they liked the material a lot.

Foam Numbers

The use of this material was interesting. The teacher brought foam numbers from 0 to 9. The objective of the lesson was to make the students recall numbers and improve the pronunciation. The topic of the lesson was the same as the last observed class: *Holidays in Ecuador*. The teacher used the foamy numbers to show practice the pronunciation of numbers with the students, they also had to take one number and pronounce it. The objective of the lesson was fully achieved by using the foam numbers. She obtained outstanding results because the material was used with pertinence in this lesson.

As Harmer (2001) stated, pupils need engaging activities to follow, if not they will lose the interest and get bored instantly. The way the teacher used the foam numbers was very proactive. She started by showing the numbers and repeating them in front of the class. Then she organized a game: The class was divided into 5 groups, the teacher left two numbers on a table, and the kids had to run, take them and elicit two different numbers from them. The winning team got five minutes of break and the teams that lost had to clean up the classroom. The students enjoyed this activity so much, that they did not care about picking up at the end of the game. This material was completely appropriate for children.

The quality of the material was pretty good too, they were colored and textured. Kids liked to touch and to work with them. The students also confirmed that this numbers helped them to interiorize the vocabulary. The numbers were also handy because they were not too big or too small to carry around.

Movie

The title of the movie was Toy Story 3. The topic of the lesson was, *Movies: Past Simple*. The teacher used it to recall past simple structures. She wanted the students to watch the movie and pick up some sentences in past simple; but, the children were most interested in watching the movie. And at the end of the movie, only a few were able to complete the activity. Taking this into account, we can say that the material was not pertinent; because, it did not help to accomplish the objective of the class.

The movie was rated G, which means the film is suitable for all ages; however, students started to lose interest when they did not understand some parts of the film. They were trying to read the subtitles all the time and when the movie was at the middle, we could see kids walking around the class or talking with each other. As a result, the material was not appropriated for this age. They did not like to be sitting down so much time.

The quality of the movie also affected the interest of the kids. The film was not original, it seemed like it was filmed in a cinema. You could see shadows of people sitting down or stretching out. This completely removed the enthusiasm of the children.

Learning styles

In this grade we observed a homogeneous group, all the students showed a similar level of basic knowledge, facilitating the planning of the class. Even though, as Maxom (2009) states children learn in different ways, some by moving, and other by visual acquisition or by listening.

The teacher in this grade took into account this theory, because she used a wide range of supporting resources, eight different materials in the ten lessons. To give each type of learner a chance to acquire the information on his own way.

5th Grade/ 9 Years old

Poster

The topic of the lesson was *Where is...?*, and its main objective was to review preposition such as: in, on, next to, across, in back of, and near. The material showed a scenario where the students could determine the position of the objects on the poster. It is important to mention that this resource was not elaborated by the teacher; it was from the book's publisher. The use of this material was pertinent since it let the students practice the mentioned prepositions.

The material presented a landscape from where they had to write sentences using the learnt prepositions. This activity was easily completed by the students who understood the task because they had the support of what they were seeing in the poster. After that, the students had to answer questions related to the material, they participated actively by giving correct responses, and therefore we consider that this material was used appropriately.

This poster was used again at the end of the unit to review vocabulary, but in this case it was not as motivating as the first time; the students were not participating actively. First, the teacher showed the poster and had the pupils repeating the vocabulary after her; then the students had to choose some words from the poster, write them down in the notebook and mark the ones the teacher was eliciting, the unnamed words were used to write sentences. This time the poster was not pertinent because it did not help to reach the lesson's objective: Improve pronunciation of the vocabulary of the unit.

On the other hand, we believe that the material was appropriate for the children because they knew the vocabulary. Considering the academic level of the learners, identified as beginners. The poster helped them to relate the word to the image helping kids at this age to grasp better the meaning and pronunciation of the learned vocabulary. Even though, we found out in the students' surveys that the material did not help them to understand better the topic of the lesson; they got bored very easily because the poster was not a new material; they already had seen it, resulting in a non-productive class.

The quality of the material was fine and colorful; it caught the attention of the pupils in the first time. They did not even notice that the material was not elaborated by the teacher. It was given by the book's publisher.

Flashcards

Mainly used for primary school, flashcards are interesting for adults and children alike, since it catches the attention of the students. The traditional flashcard has a picture on the front and the equivalent word written on the back or below. By holding up one side of the card you can elicit the information on the other side. (Maxom, 2009). You can use flash cards for vocabulary groups such as jobs, food, animals, weather, and hobbies.

In this class, the teacher used flashcards to teach vocabulary about *Food* which was the topic of the lesson; it showed pictures with alimentary products. All the vocabulary was related to vegetables, fruits, meat, and cereals. The use of this material was pertinent because it matched the main objective: to teach the names of food products.

The flashcards were used as follows: First, the teacher showed the images and the whole class repeated the vocabulary after her. Then they had to write down on the

notebook each word the teacher said and guess its meaning in Spanish; then, the teacher gave the correct meanings and the children checked them on their work. To finish they played a game where the teacher placed the images on the board and took one of them away, some students went to the front of the class to identify which flashcard was missing. They could guess the missing words very well. Taking into account the age of the pupils, their academic level and the way the material was used we can confirm, together with the students' survey that these flashcards were appropriately used.

Regarding the quality we could observe that this material was good enough to catch the students' attention. The flashcards were visible to the whole class and the images were also very clear. They produced a good effect on the class' participation.

Bingo Cards

Bingo cards considered as a visual supplementary material was used in this lesson to accomplish this objective: Learn and reinforce the vocabulary related to landscapes. The material was also related to the topic of the lesson that was titled, *I Love Mountains*. This game improved and increased the vocabulary of the students; consequently, the use of this material was pertinent and at the end the class the teacher obtained good results.

The teacher started reviewing learned vocabulary and explaining unknown words. She encouraged the students to participate eliciting the new vocabulary to reinforce it. After the students were familiar with the writing and the pronunciation of these words they played Bingo. It means that it was applied according to their English level. In the game the teacher read aloud some words and students had to mark them if they were in the students' cards. This activity was easy to understand and the students enjoyed it pretty much. The Bingo cards were used appropriately.

Considering the quality of the material, we could observe that this activity could be more interesting if the bingo cards had some images on them, the students did not have a visual stimulation.

Handouts

In this class the lesson's topic was: *The Trolleybus System*. The objectives were to improve reading skills and reinforce pronunciation. The handouts had a variety of activities that allowed the students practice and reinforce the target skills, such as reading and speaking. In special they practice intensive reading when they had to answer comprehension questions. This material was used pertinently according to the topic and objectives of the lesson.

The class was developed around the material. To start, the teacher explained the tasks in the worksheet and cleared any doubts. The students had to work individually completing activities. First they had to read an article about the trolleybus which was an excellent option to use since this kind of transportation is well-known in Ecuador; after that, they worked ordering sentences, writing four means of transportation, drawing pictures according to some sentences, and writing missing vowels. Finally, the students had to read aloud sentences in order to improve pronunciation. The understanding of the reading was linked to the knowledge that the students had about the topic. Showing that using a handout in this way was appropriate at this level.

The handouts were very convenient because they were easy to evaluate, each task had a score; they awoke interest in the students who developed the activities of it with enthusiasm. As well the material was first-rate by the pupils, they enjoyed it a lot.

Story

The teacher brought copies of the story of a girl. She gave a copy to each student. The story was about an environmental testimony of Camila. The content of this text let the students review vocabulary, practice pronunciation, and do intensive reading, which were the objectives of the class. In the same way, it was related to the topic of the lesson titled *Camila's Report*. We concluded that this material was used pertinently. The students' surveys revealed that they did not believe the story helped them to understand better the lesson's topic because it was not interesting to them.

The way the material was used awoke the students' participation, they were interested in the story as the teacher played it twice for them; after that, with the tutor's help, the students read the story and practice correct pronunciation. Then they had to go lined up in front of the class to play Tingo Tango game and the student who had the ball said a word he remembered from the report. The teacher wrote it on the board and asked for the meaning of the word. As homework, the students had to write sentences using the words on the board. By doing this sequence of amusing activities, the learners were motivated all the time, and they did not only repeat but interiorize the vocabulary facilitating the understanding of the material. The story used in this playful way, was appropriate for kids at this age with their academic level.

As the kids first listened to the story and then read it in a photocopy, we considered the quality of the audio, which was very comprehensible and suggestive; it allowed the students to imagine the story as they were listening. The script as well, was clear enough to permit the students to practice intensive reading. In general the quality of the material was good.

Flashcards

As we know flashcards are a very useful tool for teachers. Though, we had seen in this class that it is not pertinent when it comes to teach grammar structures. The topic of this lesson, *Some Mistakes*, was not taken into account and neither was the objective: Learn the structure of affirmative and negative sentences with the auxiliary do/does. The teacher aimed to practice the grammar point with the flashcards which was not the objective of the class.

Considering how the material was used, we determined that it was inappropriate. The teacher barely explained the grammar structure on the board and after that she gave flashcards to students to work in pairs and write sentences based on the pictures. This activity confused the students since they did not have enough knowledge to complete the task; it was too complicated for learners at this age. The lack of interest was showed in the students' attitude, that started to talk with each other about different things and they did not finish the activity. The students' survey also indicated how unproductive the material was, it was a waste of time.

We could observe the flashcards were elaborated by the teacher in a detailed way, very colorful and with interesting images; however, this was not enough to motivate the students or to produce a beneficial learning environment.

Story

A sheet of paper with a short text and some tasks was given to each student at the beginning of the period. In this class, the teacher used this material to practice listening skills and improve pronunciation; the activities completed with this story allowed the group to reach the objectives. The topic of the lesson was *The Trolleybus in Quito*, and the story was related to it since it described this kind of transportation; therefore this material was pertinent for the topic developed in the class.

The teacher started by playing the audio of the story twice; she asked some questions about the heard information to make the students develop listening skills; after that, the teacher gave the students the script to trail the audio and stopped it at a certain points to make the students read the following sentences and practice pronunciation. The activities were developed with no major difficulties by the learners and they all participate which corroborates that the material was appropriate for them. We can also point out that the audio contained vocabulary and grammar structures easy to understand. It matched the students` academic level.

In terms of quality, the audio was clear and simple because of the speed rate and intonation of the story`s voices. The script was also fairly good since they students did not have any problem when reading it.

Learning styles

This grade was uniform in terms of academic level. As in all classes the style of learning was different on each child. The variety of the used material was regular, most of the used resources were visual, and the teacher applied only five different aids. Three of them were repeated twice, but the obtained results were good. The students responded very well at the moment of participation.

6th Grade/ 10 Years old

Pictures

Pictures are used in widely range. In this class with the topic, *Animals*, the teacher used animal`s pictures to reinforce vocabulary and introduce new words related to fauna. The objective was reached because the way of the material was used, and how the pictures directly reflect the topic. The teacher showed the pictures and said the name of the animal, the students had to repeat the words; if they knew the name of the animal they could said it as well. The material was used pertinently.

First, the animal pictures were showed by the teacher in front of the class. Some of the flashcards pictured common fauna and students had the opportunity to participate by saying the names of the animals they knew. The new vocabulary was explained by the teacher. Some animal names were written down on the board to let the students learn the spelling. Secondly, the teacher gave the students a set of six animal puzzles, so they had to build up the animals, paste them on the notebooks and write down their names. This activity was very entertaining for the students, and it was developed according to their level of knowledge. The students' surveys showed a high sense of acceptance; the students really enjoyed the pictures and learned with them, making this material very appropriate for kids at this age.

In relation to the quality of the picture we could observe that the size of the pictures was adequate to let the student see the animals. It is important to mention that the elaboration of this material was well-done by the teacher. The colorful images awoke the students' interest on the tasks.

Handouts

In this lesson, the supplementary material, handouts were used to review all the contents of the unit 13. The objectives of the class were: Reinforce vocabulary and check simple past structures. These objectives were reached by the pertinent use of the handout. It had four tasks; the first one allowed practicing of the learnt vocabulary, and the other three permitted reviewing of the unit grammar. In other words, the handout was used with pertinence.

Furthermore, this material was used appropriately to the student's age. The handout did not contain complex tasks, neither new lexicon nor structure, avoiding confusion in the learners. They started developing the vocabulary part that consisted on arranging letters to form words and drawing pictures to reflect the meaning. Then

they worked on the grammar part that consisted on changing past sentences into question, answering questions in past and writing affirmative and negative sentences in past tense. We would like to add that the handout was elaborated around the studied topics of the unit 13. This class was fruitful, since the learners liked the material; this statement is supported by the students' surveys.

In the fourth class the material's effect was the same as in the second one, the learners developed the tasks with enthusiasm and attention. The unique objective of this class was: Reinforce the past structures. This goal was reached through the handout because it had activities that permitted working with affirmative and negative past sentences and questions and answers in the same tense. The material contained information about countries and trips relating the handout to the topic of the lesson called: I traveled to many countries.

The worksheet was adequate to the students' age and academic level because it had simple instructions and easy task in which they had to answer with their own information. The students completed these activities with no major complications since they had the teacher's support on every stage. Therefore, the handout was used with pertinence and appropriateness.

Considering the quality of these two handouts, they did not interfere with the understanding of the activities. They were good enough to give students the chance to practice the structures they were studying. They were photocopies of some other books that had similar themes to what they had learnt.

However, the use of handouts in the third class was not fruitful at all. Students did not show interest and they did not participate as expected, resulting in a nonproductive class. The learners were confused with the instructions because the handouts were elaborated to practice present perfect grammar, and the teacher asked

them to work it with past simple. This did not help to reach the lesson's objective: Teach past grammar interrogative structures and was neither related to the topic I traveled to many countries. Concluding we can say that this material was not pertinent.

The tasks in the handout were supposed to be developed after a present perfect grammar explanation, it contained exercises to elaborate questions, complete sentences, and answer questions. The confusion arose when the teacher asked the students to develop the activities with the learned grammar, Simple Past. The learners did not know how to respond to the task and started to play around losing the interest in the material. The way these handouts were used was not appropriate because the teacher did not consider the age or the level of knowledge of the students. Our point of view was supported by the students' survey in which they stated the dislike of the used material.

The handouts were not elaborated pedagogically. They were simple photocopies of another unit worksheet of the students' book. The text was clear, but its content was not understandable, so the quality was poor.

Solar System Model

Visual aids are always helpful tools when it comes to teach new vocabulary. In this class the teacher brought a clay dough model of the solar system to reach the following objective: Teach vocabulary related to solar system such as rocket, earth, satellite, and stars. The material was completely related to the topic *Our Solar System*. The material was set up as a model for the students to build a similar structure, in this way the material interest students to know about the elements of the Solar System. In conclusion, it was used pertinently letting the students learn successfully the vocabulary.

At the beginning of the class, the teacher used the model to show the new vocabulary, and then students had to repeat after him while he was pointing at the objects. The teacher checked pronunciation mistakes too. After that the students got a kit of clay dough to work on a similar solar system as they had seen on the model. To remember the new vocabulary they had to write the names behind the built objects. Obviously the teacher had considered the age of the kids because around 10 years old, children still enjoy learning by playing.

Also, they were developing motor skills as well as increasing their vocabulary. These appropriateness and pertinence in the use of this material was reflected in the opinion of the students who said that they were motivated to participate. They also affirmed the material helped them to understand the topic of the class.

The model was elaborated so nicely and eye-catching that students put their best effort to make a better job than the teacher's project. It was elaborated with bright colored clay and the size was adequate for the students' range of sight.

Handouts

In this class the teacher wanted to do a leisure activity, even though the topic was: Our Solar System, he set a simple objective: To play with colors. He reviewed vocabulary related to colors, after that he gave the students a worksheet to complete. The activity was not pertinent since it was not linked to the topic, because the students had to color an animal. But it matched the objective of the class, the pupils enjoyed the task.

The teacher gave the material to the students and explained that on the worksheet there was a hidden animal. The handout contained a lot of little figures with numbers that represented a color. The students had to color the shapes according to the numbers, and figure out what was the animal on the image. The students finished the

activity fast because it was too easy for their age; and considering the academic level, we can say that they were underestimated about their knowledge. The activity was inappropriate as this handout did not give a significant learning.

The quality of the image was good. It was a clear photocopy, with simple instructions and understandable for the kids. They liked the image and enjoyed the activity a lot. They even said on the survey that they would like to do something similar again.

In the tenth class, a handout was used again; the teacher reviewed the lesson called Our Solar system, with this supplementary material he wanted to reach this objective: review vocabulary about solar system, but it did not happen. The handout had many little images with words that represented action verbs, nouns and phrases related to the topic. But the goal was not achieved by doing this because the teacher facilitated the work and the students did not learn much; therefore, this material was not pertinent.

Recalling the way the handout was used, we can say that it was inappropriate for kids at this age; because, the kids only cut and pasted the images in their notebooks. The students did not even try to guess the meaning because the teacher translated every word on it. It did not match the level of knowledge because this part was not taken into account when planning this activity, it was too simple. Students were bored and did not want to work by themselves; they were just waiting for the teacher's translation.

The quality of the material was fairly good; it was a colored book's photocopy but it did not awake interest on the students, it was not enough to help to fulfill the objective of the class.

Learning styles

The learning styles of these kids were very different, too. The teacher did not take into account these aspects when planning because, variety of supporting material was not evidenced on his classes. He applied only 3 different resources and repeated the use of handouts 5 times.

In some lessons the students did not respond as expected, resulting in nonproductive classes. As Felder (2007, p. 69) says: “When mismatches exist between learning styles of most students in a class and the teaching style of the professor, the students may become boring and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and in some cases drop out of school.”

The above statement was confirmed on this grade with the kids’ boringness, and the inappropriateness and impertinence of the use of handout in three classes. In addition, the teaching method of the principal of the class were similar and monotone, he only applied materials after explained the grammar, vocabulary of structures of the lesson.

Quantitative Analysis

The quantitative method was used to tabulate the information obtained in the research. This method allowed us to measure the frequency and variety of use of the supporting materials considered in this investigation.

The supplementary material is any resource brought into the class, beside the course book, used by the teacher to facilitate the teaching and acquisition of the target language. In addition, Berardo (2006) thinks, supplementary material aims at awaking students’ interest about the topic and to develop a productive environment where the students grasp as much knowledge as they can.

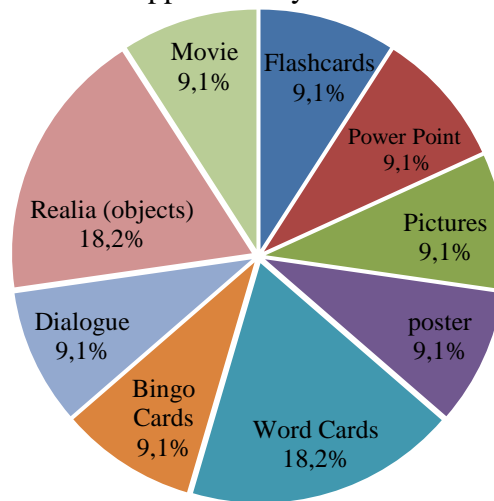
Resources to make a class more productive and interesting can be infinite. To facilitate their study many researchers have categorized them according to learning styles or to the stage they can be useful. In this research we have considered nineteen indicators that are classified according to five variables: visual, audio, audiovisual, realia, and online aids.

In the thirty observed classes in 4th, 5th and 6th grades, it was determined a use of a good variety of materials; the teachers used eleven of the nineteen resources considered in this research. In the visual variable, flashcards, power point presentations, pictures, handouts, posters, word cards and bingo cards were brought to the classes. Similarly, dialogues and stories were used from the audio variable. Movies and objects (toys, clay dough) were other choices that teachers preferred to motivate the students in classes.

The white board was considered only to write down relevant aspects or key words, it was not used to fulfill objectives neither was taken as a supplementary resource. And the following materials: maps, charts, songs, tales, videos, documentaries and websites were not used at all.

The quantitative method was also used to analyze the frequency of use of the supplementary material grade by grade in the three observed courses. In 4th grade, the teacher used eleven (11) materials in ten observed classes. In comparison with the other two observed grades, in this one we had the highest rate of use of supplementary materials per class. It is important to point out that the teacher used two materials in the first and fourth classes and on the sixth and ninth classes she did not use any extra aid.

Graph # 1
Frecuency of Use of Supplementary Material in 4th Grade

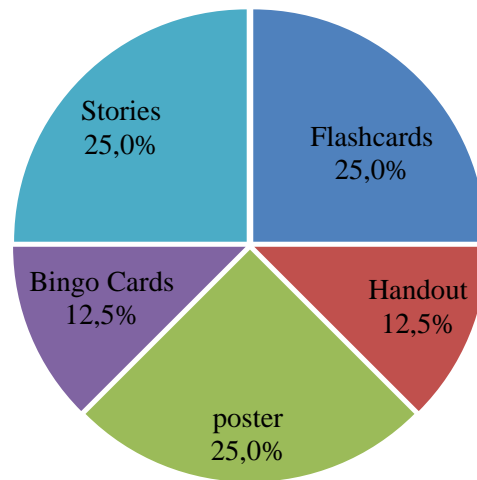


Elaborated by: Johanna Carrión and Carlos Orellana

Visual aids were the most used materials in this grade, the teacher used word cards twice in two different classes, this represents an 18,2% of all the resources. She also applied flashcards, power point presentations, pictures, posters, and bingo cards one time each of the mentioned materials which represents a 9,1% of the eleven used materials.

Dialogues and movies were used once, which is the 9,1% each one. The teacher also used realia like a clock made out of foam in the second class and foam numbers in the eighth class, this stands for the 18,2% of the eleven used materials. All of the information is summarized in the above Graph 1.

Graph # 2
Frequency of Use of Supplementary Material in 5th Grade

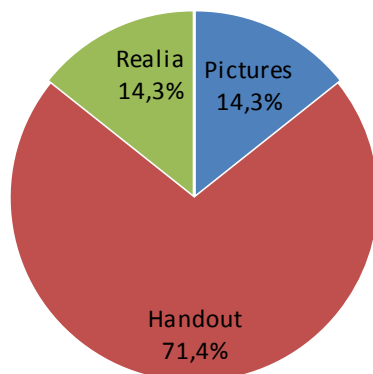


Elaborated by: Johanna Carrión and Carlos Orellana

In 5th grade, only visual and audio materials were used, making a total of eight supplementary materials used. The teacher used one material each time. She did not use materials in the fifth and sixth classes; she just explained structures using the board to write down examples and exercises.

As visual materials, the teacher applied handouts in the fourth class and bingo cards in the third class, this stands for the 12,5% of each one of the resources. Posters and flashcards were applied twice; they represent a 25% of each one of the used aids. The only audio resource was a story which was drawn on twice, in the eighth and tenth classes; this stands for the 25% of the used supplementary material. See Graph 2.

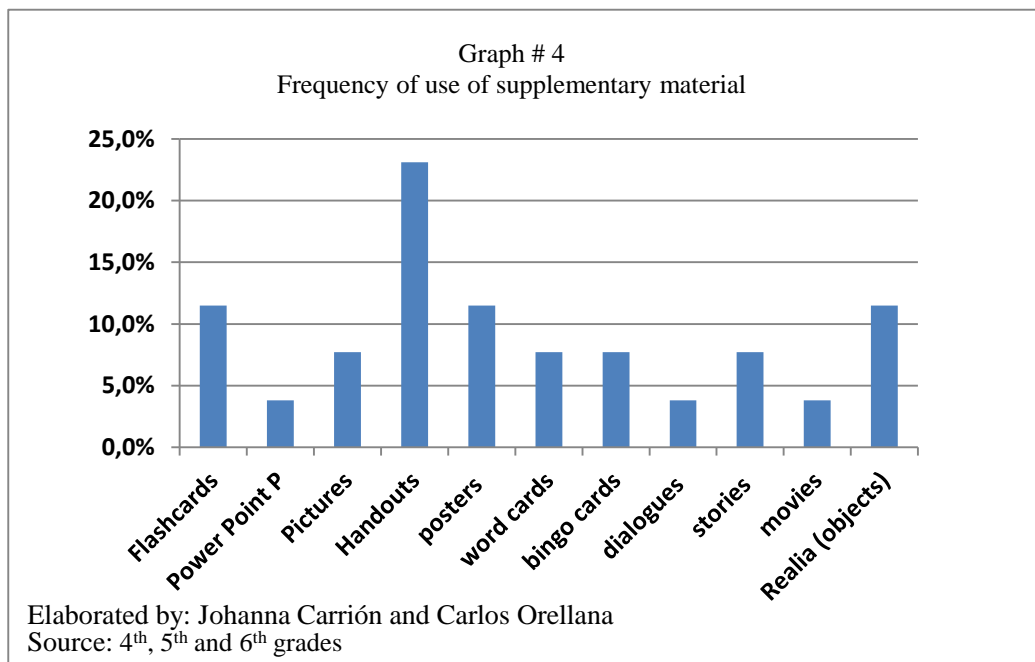
Graph # 3
Frequency of Use of Supplementary Material in 6th Grade



Elaborated by: Johanna Carrión and Carlos Orellana
Source: Quantitative Table

In 6th grade, the use of materials was very monotonous. The teacher used handouts in five of the ten observed class; this represents a 71.4% of the used material. The frequency of use was the lowest of the three observed grades. The teacher did not use extra aids on the sixth, seventh and eighth classes. He did not consider audio, audiovisual or online materials to bring into the class.

Another visual resource used was the pictures; the teacher applied it on the first class. Realia was also used once; a solar system clay model was brought to the classroom on the fifth observation. Both, pictures and realia stand for the 14.3% each one of the used resources. These percentages can be seen in the above Graph 3.



Concluding, the frequency of use of supplementary materials in this research has been high. We have observed that the teachers give a lot of importance to it. This is corroborated in the quantity of used material, twenty-six (26) materials in thirty observed classes.

Variety and presentation influence the choice of authentic materials (Wlodkowski & Jaynes, 69). According to the above Bar Graph 4, we have noticed that the most used material was the Handout, it constitutes the 23.1% of the applied resources, it means that was used six times. Flashcards, posters and objects represent the 11.5%, each one used three times. Pictures, word cards, bingo cards and stories stand up for the 7.7%, each one used twice. Movies, power point presentation and dialogues correspond to the 3.8%, each one used once. Finally, maps, charts, white board, tails, songs, videos, documentaries and online resources were not used on the observed classes.

All the teachers understand that extra aids motivate the students. According to their surveys, they first plan the lessons and based on that, they select pertinent and

appropriate extra resources. Teachers think supplementary materials provide a greater appreciation of the language, and these materials give students a different way to learn. They give more than 50% of importance to the supplementary material in class.

Conclusions

- Teachers used a variety of supporting materials to teach children in the EFL observed classes; they used eleven of the nineteen materials considered in this research.
- Visual supplementary materials are the most used in teaching children in EFL classes, including flashcards, posters, and handouts. Handouts were the most used supplementary material to teach children, it represented the 23.1% of all the used resources in EFL classes.
- The use of supplementary materials in teaching children in EFL classes motivate and interest students to learn English; they provide a productive learning environment where the students understand the language in a better way.
- The supporting materials were applied appropriately, according to the students' age and academic level, promoting students active participation.
- In terms of pertinence, the supplementary materials in EFL classes were used in relation to the content and objectives in most of the classes.
- The quality of the resources was outstanding in most of the cases; they were elaborated with originality and creativity.
- Audiovisual supplementary materials were applied in a very low percentage, 3.8%, in which only movies were showed to teach children in EFL classes.
- Other technological supplementary materials such as interactive CDs were not used in teaching children; online resources were neither considered in the observed EFL classes.
- The variety of use of supplementary material was high. Teachers of 4th and 5th grade considered the students' learning styles and used different materials;

while in 6th grade the teacher used only visual aids, he did not satisfied all students' learning preferences.

Recommendations

- ✓ The use of variety of supplementary resources is highly recommended, this avoids monotony and loss of interest on the students.
- ✓ It is necessary to consider the new technology such as online sites and virtual support to give the students more interesting spaces to acquire the language; they are productive in EFL classes to teach children.
- ✓ For further studies in this topic, we suggest researchers to consider the time to develop the field investigation because it is very important to obtain reliable information.

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Annexes

Anexo N° 5

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE (X)

DATE: 26-05-2010

CLASS N° 4

GRADE: 5^{to}

TOPIC OF THE LESSON: The trolleybus system.

OBJECTIVE (S): Improve Reading and reinforce preposition

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	

cada hora se material

DESCRIPTION OF THE USED MATERIAL:

Worksheet. (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

First the teacher explains all the tasks of the worksheet. They work individually answering the question. The teacher helps when it is necessary. Finally, the teacher checks the answers with the whole class.

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

All the tasks contain information related with transportation-environment, specially about the trolleybus.

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

The first task permit to practice the reading comprehension. They have to understand the information before answering question with T or F. The second fourth question reinforce the grammar, in this case preposition and the third and fifth task improve the ss' vocabulary.

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

Because the information, words and sentences is according to the age they know about transportation (car, bus) and sentences that are easy to know about this information.

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

Because all know the information of transportation, and the use of preposition. Today they are going to reinforce.

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

It was very interesting. The activities were: to order sentence, write 4 means of transportation. To draw pictures according the sentences, and to write missing words. All ss like the activities.

Were students motivated with the presented material? yes ☒ no ☐ Why and How?

(For example, activates participation, awakes students' interest and curiosity)

Because they all the time complete their task. The class was silent because all ss was working alone with their worksheet. Some student don't finish the work when the teacher starts to review the answers.

How do you consider the quality of the used material?

It was very interesting, it was not boring because the activities draw the attention of the ss, they draw, complete words and order sentences.

Anexo N° 6

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE (X)

DATE: 26-05-2010

CLASS N° 4

GRADE: 5^{to}

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

Xq le obure

Anexo N° 7

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE (X)

DATE: June 21st - 2011

CLASS N° 1-10

GRADE: Fifth year of basic education.

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

Yes, because the use of supplementary material motivate and provide an opportunity for ss. to take a break and relax, and gain a greater appreciation and understanding of English.

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

I usually use postcards, flashcards, songs, tales. I use them because each level has posters presenting key grammatical structures functions and vocabulary learned in the ss. books. Also the songs provide an opportunity for ss. to listen and discuss music and musicians, and to have a good pronunciation.

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

Because there is thinking in students, and give all ss. the opportunity to achieve success and a sense of achievement by giving clear, concise and easy to understand language presentations. Different activities will benefit ss. with natural affinities to specific intelligences and related learning styles.

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

Because the ss. prefer the class audio CDs, the games and these are designed to practice relevant grammar and vocabulary in a relaxed and fun. They provide ss. with the opportunity to consolidate language while having fun.

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

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

Why?

Because the students should learn English, postcards gives all ss. the opportunity to achieve success and a sense of achievement. Also helps ss. set goals, develop learner independence, and monitor progress by setting clear goals.