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The use of supplementary materials for teaching children in EFL classes

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AUTHOR:

Montenegro Ortega, Omar Cornelio

ADVISOR:

Mgs. Paladines Benitez, Jhoana Elizabeth

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CERTIFICATION

Mgs. Jhoana Paladines

Certifies that:

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

Loja, March, 2012

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Mgs. Jhoana Paladines
Thesis Advisor

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AUTHORSHIP

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

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DEDICATION

The desire to achieve this important goal in my life, has motivated me to put effort and dedication in this adventure and overcome all obstacles. I want to dedicate this achievement to all people who helped me to finish my university major:

To my parents Rogelio and Carmen, who have been the elemental part of my life, they have given me the necessary support to achieve all my goals and dreams.

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Abstract

The research is about “The Use of Supplementary Materials for Teaching Children in EFL Classes”. The purpose of it was to determine and analyze the type of supporting materials used for teaching children in EFL classes, how pertinent, appropriate and qualified those materials are.

This investigation takes place in one of the Quito’s city private elementary school. This study is focused on children of 4th, 5th, and 6th grades.

The methods applied to carry out this research were qualitative and quantitative. The qualitative analysis described the supplementary materials that were used in each classroom, taking in account the pertinence, appropriateness and quality of each one. The quantitative analysis is going to analyze the type of supplementary material used to teach children. The research is mainly based on observations, surveys, scientific approach; and personal approach.

The final results allowed me to determine that teachers use supplementary materials in the following percentages: flash cards 5,12%, pictures 12,82%, handouts 20,51%, word cards 2,56%, white/black board 30,76%, songs 5,12%, dialogues 2,56%, movies 2,56%, and objects 17,94%.

Introduction

The teaching of English in a foreign country is a matter that has worried teachers through the times. It is because of the complexity and diversity of the components that make up this kind of work. Within the contexts of the learning process, it is important to remember that teachers do not work alone to achieve their goals. They rely on different kinds of aids and sources, which may work effectively to achieve objectives if they are used appropriately. One of the very important aids is the use of supplementary material. It is a great tool that facilitates this process.

Supplementary material is a part of a work, physically separate from the basic bibliographic unit and frequently in a different medium. There is a wide range of supplementary material to choose from; such as: visual, audio, audio-visual, realia, and on-line resources; among others.

The purpose of this study is to find out whether or not teachers use supplementary materials, and if they are used, how pertinent, appropriate, and qualified those materials are. With this study we can identify and analyze supporting materials used for teaching children in EFL classes. Lastly, this research work will determine the frequency and variety of the supplementary material used in the observed classes.

This topic is important because if you use supplementary material in the correct way they will make classes more interesting and motivating. It is important for teachers to know how to choose the best material for teaching, how to make supplementary materials, and how to adapt those materials to the classroom. The right selection and right use of such materials will facilitate the teaching-learning process.

It is really important to incorporate a brief description of previous studies on the topic to enhance this investigation.

One of the previous studies about using supplementary materials in EFL classes was conducted by Chu (2003) which purpose was to establish the most widely use teaching materials and others resources that English teachers use in Taiwanese elementary schools. Some of this research's limitations are that the researcher includes only five teachers, a limited number of institutions; and a limited number of textbooks in his study.

Another study related to this topic was the one presented by Shu-Mei (2009). This study investigates if supplementary materials can be adopted to enhance EFL learners' listening and speaking skills. The main author's limitation was that the study was applied to a small universe of ESL learners.

Durbu (2004), " Schools will be using new technologies especially computer programs and Internet applications as supportive materials for their courses". In this research, the goal was to investigate different applications for computer assisted language learning in different educational settings with different means of media. The research was conducted in one school, 24 students of one grade participated in the study. The spectrum used for the investigation is limited. Validity of this study is limited to the reliability of the instruments used, and to the honesty of the participants' responses to the utilized instruments.

The overall intent of this research work is to contribute to improve the quality of English teaching in Ecuadorian elementary schools. This study will benefit both, students and teachers. The investigator's purpose is "to awake teachers' interest in using supplementary material in their classes". The right

selection of supplementary materials should give us more appealing and more attention-grabbing classes. The broad-spectrum is to contribute to the improvement of the Ecuadorian educational system.

As stated before this research's goal is to facilitate and to improve English teaching in Ecuadorian elementary schools. It is important to outline some limitations. First of all, the sample used for the investigation is limited. The study is enclosed to Quito city and to one single school, which was private. In the school the teachers did not have supplementary material available to teach, they had to get it for themselves. The unique thing that they had was a cd player that each teacher should take to each classroom. The number of participants was just three grades (fourth, fifth, and sixth grades). The numbers of observations were few (10 classes), and they were done weekly. Also, some teachers were not friendly to the investigation. They did not allow anybody to observe their classes.

I recommend to anyone interested in the topic of this research do not to base his conclusions solely in this investigation. Other similar researches should be consulted as well. For future studies, the observed sample should be increased. It is the number of schools, the number of grades, the number of students; and the frequency of observations. That increment will provide more accurate information.

Method

Setting and participants

This research was developed in Quito-Ecuador, in the south of the city, in a private school. The participants in this study were students of 4th grade (eight years old kids), 5th grade (nine years old kids), and 6th grade (ten years old kids). All of the students studied two hours of English daily. Each classroom had of thirty to thirty five students. There were two teachers for grade in this school, each teacher taught six hours per day.

Procedures

Once I knew the topic of the investigation, several libraries were visited; on the internet were reviewed some previous studies about this topic. This was done in order to get bibliographical data for the literature review of the research work.

This work concerns a qualitative and quantitative research. The bibliographic method is used as well, which was applied to gather scientific information through the internet and libraries.

Immediately, a school was selected in the city of Quito and began the classes' observation of 4th, 5th, 6th grades; which were the samples of this investigation. Every grade was observed ten times, and I did this one day per week. Observation sheets, students' surveys, and teachers' surveys were used to collect all the information for this research.

Once collected all the necessary information, it was processed and organized into five different variables (visual, audio, audiovisual, realia, online), and in five charts. Chart one shows the type of supplementary material used to teach children. Chart two, three and four show the pertinence and appropriateness of the

supplementary material used to teach children. Chart five shows the frequency of use of supplementary material. The analysis and interpretation of results was done taking into account the quantitative and qualitative tabulation.

In order to make the qualitative analysis the variables and indicators were selected, each supplementary material was checked in order to know if this is been used. On the other hand, the comparative analysis (*quantitative*) was made grade by grade focusing on percentages and frequencies of the use of supplementary material. Finally, I present my own point of view of the possible causes for the obtained results.

The main features that were considered for the analysis of results were: pertinence (importance of the material used in relation to the content), appropriateness (related to the students' level and understanding), quality (design and elaboration of the supplementary material), student's surveys; and teacher's survey.

DISCUSSION

Literature Review

Supplementary teaching materials are some of the most helpful items in a human resources arsenal within the teaching-learning process. They should be sought with great care and mindfulness of every teacher's goals. There are many products available to teach that serve as supplementary training materials, but not every learning supplement is made the same. Knowing how to properly gauge and use supplementary materials is the vanguard of any successful teaching program.

Teaching textbooks are not always sufficient to achieve teachers and students objectives. Supplementary materials embrace some areas that textbooks do not. With the proper knowledge and adequate supplementary material learning should be a pleasure, not a chore.

Everything from accounting to IT learning can benefit from quality supplemental materials for teaching. Textbooks do not always fulfill their syllabi in detail. So, teachers start looking for other sources to accomplish their duties. It is at this point when supplementary materials appear in the teaching and learning interface.

Supplementary materials can be defined as “books and other materials used in addition to the “course book” (Spratt, et.al. 2005: 115). “This is supplementary materials are any resource (no matter the format) that complements the teachers’ work”. Spratt states that supplementary materials play a key role in teaching, he outlines the teachers need to look for effective supplementary material to reach the students’ learning goals.

This research proposal intention is to provide a deep analysis of The Use of Supplementary Materials for Teaching Children of EFL classes. To achieve this purpose a brief study of the following topics is presented in the next pages. History and development of teaching a foreign language, type of learners and their differences (emphasis on children), motivation for learning.

Later, the formal aspect of language teaching is presented: Learning styles and teaching techniques, special attention to teaching children is given. Afterward, different contexts for teaching, and the study of supplementary materials are investigated. The study of these subjects will let me to understand the whole process of teaching. Therefore, the research proposal will be developed under the parameters of a scientific investigation.

Finally, theoretical support on previous studies on the investigated topic is presented in this section. Prior studies lay down the ground for my own research. The selected studies deal with several novel topics such as applied technology to English teaching (computers, internet, etc) as supplementary materials, and other specific topics such as adopting supplementary materials to enhance listening and speaking strategy for EFL learners.

These previous researches will allow me to incorporate subjects such as web-based tools (rarely used in Ecuador) as supplementary teaching materials. One of the study deals with supplementary materials for ESL children with different capabilities, which is something rarely treated in our country. As we see, previous studies will really enrich my research proposal.

The issue of learning and teaching a foreign language is a topic that has worried societies many centuries ago. Several language teaching methods surged

through the years; some of them were easier and more effective than others. From the Direct method to the Lexical Approach English teaching has significantly improved. The simple study of grammatical rules and translation of abstract sentences has mutated to teach the student to be capable of using the second language in real life situations (besides the reading and writing skills).

As stated before, there are many approaches for teaching English. An approach is a manner of looking at teaching and learning. The base of any language teaching approach is a theoretical view of what language is, and of how it can be learned. An approach gives rise to methods, the style of teaching something, which use classroom activities or techniques to help learners learn.

Today's most popular approach is the communicative approach. It is the best-known current approach to language teaching. Task-based teaching is a methodology associated with it. In the modern language classroom students often learn through techniques drawn from a variety of methods in what has been labeled an "eclectic approach" (British Council, 2011).

Teachers select techniques from various approaches according to the different needs of their learners. The mixture of methods and its techniques is the best approach for language teaching. The use of one "valid method" would make teaching less effective. Because a method is considered old-fashioned, it should not be completely disregarded; its techniques may be the great value for some type of learners.

A vast number of empirical studies have been designed to examine the question of optimal age to learn a second language. It is generally accepted that age is the main factor in learning a second language, and researchers have presented

various hypotheses to demonstrate the correlation of age of acquisition and the degree of mastery of the second language.

From the point of view of teaching-learning practice, it is really important to understand how maturational effects interact with environmental factors in the learning of a second language (Wode, 1981). The age of the students has significant importance for approaches to second language instruction and learning, particularly in respect of the effort for serious teaching of language to young learners.

According to (Penfield & Roberts, 1959), before the age of nine a child is an expert in learning to speak. According to these two authors, children can learn two or three languages as easily as one. They recommend the teaching of a second language at an early age in school. Children have the advantage of their young brains plasticity, which make easier to learn a second language.

Another important researchers such as Krashen (1975), Lamendella (1977), Pinker (1994), and Robertson (2002) support the concept “the earlier the better”. They agree that children are more ductile for teaching and learning a second language.

Regardless to adolescent learners, the previously cited researches suggest that the “critical period” to learn another language goes up to puberty (15 years). These researchers suggest that second language learners follow a downwards age related trend. Lenneberg, (1971) argues that after lateralization (a process by which the two sides of the brain develop specialized functions) the brain loses plasticity; and he sustains that lateralization of the language ends at teenage years, too. Therefore, post-adolescent language learning becomes extremely difficult.

On the other hand, there are some researchers that uphold that adults can master a second language regardless of the lateness of the start process. Dantas, M., & Rilling, S., (2010), sustain that “the popular belief that adults are seldom successful in their attempts to learn a second language because of embarrassment and a panic of making mistakes” are based on stereotypes and generalizations.

It is important to become aware of that adults are more likely to have clear purposes and goals and to control their own learning through self-imposed activities. They become more engaged in the language learning process because of their needs. To learn a second language (usually English) is essential if they want to be successful in their professional lives. Moreover, evidence from other researchers such as Johnson (1992) and Shim (1993), indicates that significant numbers of late learners are able to achieve relatively high proficiency, higher even than some younger learners.

Lastly, it is really important to bring out that the teaching-learning process is influenced, besides of age, by several factors such as motivation, learning differences, teaching methodology and techniques, the contexts where teaching takes place, and the supplementary material used to facilitate the whole course of action.

Separately of learners' age, the process of teaching-learning a foreign language is highly influenced by the learners' motivation as well. Saville (2007) suggests that some foreign language learners are more successful than others due to motivation. He explains motivation as the level of effort that learners place in learning. This author exposes two types of motivation: integrative and instrumental.

Integrative motivation is based on interest in learning a foreign language because of a desire to learn about or associate with the people who use it (emotional

or affective factors). Instrumental motivation refers to increase occupational or business opportunities, passing a course in school, accessing scientific and technical information.

The first type is mostly related to children and adolescents; and the second one engages to adults. Other researchers suggest that teenagers become more interested in the language learning process when the teaching matter is related to their daily lives, interests, and talents. Factors related to self-esteem and self-image is also particularly important for teenage learners.

Dantas, M., & Rilling, S. (2010) advocate another very important point about learners motivation. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place" (Ericksen, 1978, p. 3). Whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in that classroom".

It is important to recall that many factors affect students' motivation to work and to learn (Bligh, 1971; Sass, 1989): interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence.

Teaching-learning a foreign language is not only influenced by the type of learners, their differences, and motivation; but their learning styles as well. As there are different kinds of learners, we have different learning styles too. "The ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's learning style." (Felder, & Henriques, 1995). There is a vast bibliography about this topic, some authors and theories are more

complicated than others. For example, Keefe (1979) defines learning styles as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment".

Because of the limitations on this research proposal extension, the investigation will not go deep in psychological and complicated theories on the topic. In simple words, a learning style is "how you prefer to learn". By recognizing and understanding the different learning styles, you can use techniques better suited for your students. This improves the speed and quality of their learning. According to the "Learning styles" (2011), the most known learning styles are:

- Visual (spatial). You prefer using pictures, images, and spatial understanding.
- Aural (auditory-musical). You prefer using sound and music.
- Verbal (linguistic). You prefer using words, both in speech and writing.
- Physical (kinesthetic). You prefer using your body, hands and sense of touch.
- Logical (mathematical). You prefer using logic, reasoning and systems.
- Social (interpersonal). You prefer to learn in groups or with other people.
- Solitary (intrapersonal). You prefer to work alone and use self-study.

From the study of the bibliography and some previous research works on this topic, we might conclude that there is not a common good understanding of learning styles as it stands. But there is a general agreement on "we all learn in different ways". It seems at this point in time that learning styles are not really "styles," but rather "preferences" in that we do not learn better by using the same style of learning. That is, we prefer one or more styles over others. Successful instruction reaches out to all students, not just those with one particular learning style. A combination of

teaching methods that embraces most of the learning styles develops a full range of learning skills and strategies in the learners.

The bibliography offers a large number of English teaching techniques. Some of the same techniques are used by teachers with different teaching methods. There are techniques for teaching writing, listening, pronunciation, speaking, and other areas of English learning. It is the teacher's responsibility to choose the technique, as he / she does with the teaching method, which suits better the students. For example, an adult class would prefer a straightforward teaching technique of the letters with the citation pronunciation for each letter. However, a children class would be more interested in learning the same letters through games.

Teaching English to young children has become a world-wide practice. As we previously review adults and children have different styles of learning; and their motivation to learn is dissimilar as well. Therefore, standard teaching methods and techniques should not be applied as they were originally created to children. They must be adapted to young learners, and others teaching techniques specially developed for kids must be used. For example, Thirumalai (2002) suggests that children are not interested in the grammatical part of the language learning. Some of the most common techniques developed for kids are described ahead.

Young learners like to work in groups and enjoy what they do. Therefore, teachers should always try to create atmospheres enjoyable for young learners and make them actively participate in the class.

It is advised to implement activity-based lessons. For example, give children some words and some simple sentences; and ask them to establish short dialogues.

Physical activities help in learning the words and sentences. An activity-based approach is always better than mere classroom teaching mode with repetition, imitation drills, etc.

Also, it is important for teachers to put emphasis on fluency, not correctness when teaching children. If the fundamentals of motivation, fluency and correct pronunciation are built in a steady manner without overemphasizing correctness of speech at the entry level, children will learn English better and faster. Keep corrections to minimum.

Other class activities that facilitate the teaching process are nursery rhymes and songs. When they are acted out help children to internally grasp some words and sentences. This will develop their listening and speaking skills too. Nursery rhymes and songs can be used for testing their knowledge and control of English as well. Use English all the time in class.

When translation is required the use of objects and actions is recommendable. Comics appropriate to children may be used. Children will see the pictures, listen to your reading, and will reproduce in their own language the expressions of the characters in the book as much as they can.

Reading and writing should be less stress out than speaking and listening in English classes for children. Reading and writing will be enforced in later years.

Vale and Feunteun (1995) suggest the following orientation when we teach English to children:

- build confidence and provide the motivation to learn English;
- encourage ownership of language and encourage children to communicate with whatever language they have at their

disposal(mime, gesture, key word, drawings, etc.);

- encourage children to treat English as a communication tool not as an end product;

- show children that English is fun and give children an experience of a wide range of English language in a non-threatening environment.

- Not rewards system should be used.

As we see, there are several techniques and approaches for teaching English to children. It is unsatisfactory trying to apply all the known techniques and methods. The teachers' styles of teaching and teaching techniques should be accommodated to the needs and motivations of every particular classroom.

The whole context where teaching-learning takes place influences the process of teaching and learning a foreign language. The context of teaching includes anything in the surrounding environment: physical place, social, cultural, institutional and personal environments.

Contexts in which teaching occurs reflect on the teachers-students interaction and implications for teaching practice. Even Socio-cultural characteristics such as gender, ethnicity, race and social class determine the context where teaching occurs. The social environment including the relationship between teacher and students and the cultural norms play a significant role in what can and does occur in the classroom. Teachers cannot change the social, cultural or institutional scenarios. However, they must develop the most suitable pedagogical principles and practices for contemporary contexts.

On the other hand, teachers usually have control over the physical context (classroom). For example, desks can be arranged in small groups. This allows for

students to work individually or cooperatively on special activities. When it is a classroom for young children, the room should be bright, colorful, clean and well organized. For instance, the arrangement of the desks encourages some kinds of interactions and discourages others. So a classroom set up with the tables permanently in groups, for example, does not work very well if the children are consistently expected to work individually.

A general principle is that a classroom organization (physical context) should be an authentic match with the processes of teaching and learning in that setting. Woolfolk, (2007), states that the physical organization of a class has an effect on student behavior and learning. He suggests applying principles of classroom organization to enhance learning and minimize disruption. “Spaces for learning should invite and support the activities you plan in your classroom, and they should respect the inhabitants of the space.”

So, it is clear than the classroom provides far more than simply a space for teaching-learning. It influences how teachers and students feel about themselves, their learning, and their relationships with others, the activities that take place and their role in that atmosphere. The physical context has the potential to be a warm, welcoming, stimulating place in which all the people involved feel comfortable, secure and motivated. Consequently, the teaching-learning process becomes more enjoyable and successful.

Supplementary materials can be defined as “books and other materials used in addition to the “course book” (Spratt, et.al. 2005: 115). “This is, supplementary materials are any resource (no matter the format) that complements the teachers’ work”. Supplementary teaching materials are some of the most helpful resources that

facilitate the teaching-learning process. Supplementary materials play a key role in teaching. Thus, English instructors must select effective supplementary material to reach their learning objectives. Among supplementary materials we have:

Visuals, these can include overhead transparencies, models, graphs, charts, timelines, maps, props, and bulletin board displays.

Audio, the structure of music lends itself to repetition and memorization, and is a great teaching tool for the young. Songs used to teach and entertain English-speaking children, like the alphabet song or nursery rhymes, also provide wonderful teaching tools for children studying ESL.

Audio-visual refers to equipment and applications that deal with sound and sight. Short videos and short movies are great tools to enhance children listening and speaking.

Realia, these are real-life objects that enable students to make connections to their own lives. Some examples are: wall clocks, boards, toys, moppets, games cards; etc.

Supplementary materials have to be carefully selected to facilitate the learners-teachers interaction. Teachers need to look for good materials, both commercial and non-commercial, all the time. Supplementary material should be useful, meaningful and interesting for students. While no single subject will be of interest to all students, materials should be chosen based, in part, on what students, in general, are likely to find interesting and motivating.

For example, sometimes a picture is worth a thousand words, and this is particularly true when teaching English as a second language. Audio-visual devices enhance the interest of students, especially students of quite young age. The use of

realia is only limited by your imagination. It is possible to use realia to teach almost any subject. Using realia stimulates the mind, and is one way of encouraging creativity by involving the senses. Nowadays, children use the computer and there are a lot of plays for teaching English.

There are not many extensive previous studies about the use of Supplementary Material in EFL or ESL Classroom. Most of the information can be found on English journals and short research papers exposed in some English forums on the internet. However, this research proposal is somewhat based on several investigations about this topic conducted in different countries around the world. A brief description of those studies and their conclusions are presented in the following lines.

One of the studies is the one done by Makovičková, L. in 2007. The aim of this research work was to disclose the importance of Unconventional Supplementary Materials (USMs) for teaching English language at the first period of primary schools.

The study takes effect in Czech Republic. The research includes young learners from kindergarten up to eighth grade. The research work gained information from foreign and home publications, magazines and internet pages. The study is mostly based on the author's practical pedagogical experience. The investigation includes some latest scientific findings. The author collected the information throughout quantitative and qualitative methods. Site observation and surveys to other teachers were vastly used as well. Statistical and excel tools were used to present the investigation's results.

Makovičková, main conclusion is that unconventional supplementary materials (USMs) are necessary in the children's classroom; they increase students' motivation and interest in the learning process. She concludes that schools and teachers should incorporate these types of materials in their classrooms.

Another study is the one done by Lee Chu, J. in 2003. Textbooks and supplementary materials used for ESL learners. This researcher's purpose was to establish the most widely used supplementary teaching materials, and others resources that English teachers use in Taiwanese elementary schools.

The investigation takes effect in Taiwan, 4th, 5th and 6th grade elementary school students are the subjects involved. The researcher conducted a field investigation with surveys to English teachers. The same technique was used to collect students' information. Site observation and surveys sheets were mostly used. The information was organized in worksheets and other statistical tools. Quantitative and qualitative methods were vastly used, videotapes; and interviews were utilized as well. Excel and word applications were utilized to present the research's final outcomes.

The researcher concludes that English books and other teaching supplementary materials used for elementary schools in Taiwan are not adequate for Taiwanese kids. Another important finding of this research work is that textbooks and other supplementary teaching material used in primary schools in Taiwan are badly chosen.

A third study used for this investigation is the one presented by Durbu, L. in 2004. Design and development of online basic English support material for young children at elementary level. This work's core intention was to investigate different

applications for computer assisted language learning in different educational settings with different means of media.

The author created a web-site that was used as a supplementary material for 8th grade students in a Turkish school. The researcher developed a web-site specifically for this study. The data were collected from the 22, 8th grade students through a computer feelings scale and a questionnaire. Descriptive statistics, frequency distributions and researcher observation were used to develop the investigation. Quantitative and qualitative methods, questionnaires, interviews, surveys and on site observation are the main statistical tools used by the researcher to develop and present the results of his work.

This research's most important conclusion is that new technologies based on internet and computers facilitates teaching, and improves the students' learning quality. Students' vocabulary, listening and speaking seems to be better when teachers use technology as teaching supplementary materials.

Another previous investigation used for this research proposal is the one done by Shu-Mei, G. in 2009. This study's main intention was to investigate if supplementary materials can be adopted to enhance EFL learners' listening and speaking skills.

Four non-English classes were randomly chosen for this study. Two of them served as experimental groups (EG), and the other two control groups (CG). Recycling vocabulary, read-aloud, and oral presentation materials were used with EG to supplement the regular textbook. Data were collected via three instruments: (1) pre and post Chinese versions of Oxford's Strategy Inventory for Language Learning (Yang, 1992), (2) pre and post tests from both groups, and (3) quizzes from EG. T-

test was used to analyze the data. Statistical graphic tools and other Microsoft office programs were used to present the final results.

The author's main conclusions indicate the effectiveness of adopting supplementary materials to enhance students' listening and speaking skills. It is then suggested that in order to expand students' learning capacity, more and diverse materials should be used to supplement the existing textbook in the listening and speaking course.

The last research used to support my investigation is the one presented by Hee-Jung Jung, A. in 2001. Uses of educational software as English supplementary teaching material. One of the core purposes of this study was to find out if teachers and parents in the U.S. use similar technology to help ESL young learners.

The participants of this study came from the Pacific Northwest in USA. Fifty families with ESL children, all subjects are originally from Asia. The age of their children ranges from 3 years to 10 years. The researcher conducted open-ended interviews and took field notes. The lengths of interview vary from 30 minutes to 1 hour. Five different themes were selected that were commonly in all interview data. These were teaching materials, teaching methods, supplementary materials selecting, the conflicted views of educational software, and suggestions. The data was organized into an overall coherent framework for the study. This study is based on fifty interviewees, so the results of study can be subjective. Sampling, data collection, interviews, questionnaires, quantitative and qualitative methods were used.

The research concludes that classrooms using new technologies, computers and software have risen steadily in schools. Unfortunately, according to the

investigation, children do not have the same resources at home and their parents do not have the knowledge to help young learners.

Finally, it is important to outline one of the core's UTPL paragraphs that will guide this research proposal. "The success of the teaching-learning process is based on the analysis of the socio-cultural component (type of learners and environment where the language is taught), the selection of the bibliographical component, and the methodological component (methods, techniques and resources). (Benitez, Pinza, Vargas, Zuniga, 2011)". Part of the last component is this research proposal title. "The Use of Supplementary materials for Teaching Children in EFL Classes". This investigation final intent is to deeply study the subject, and to present an important source of investigation that facilitates teaching English to EFL young learners.

Results

Qualitative Tabulation

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

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

Author: Omar Montenegro Ortega

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

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

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

Author: Omar Montenegro Ortega

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

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

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

Author: Omar Montenegro Ortega

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

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

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

Author: Omar Montenegro Ortega

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

Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4 th grade (8 years old appr)	5 th grade (9 years old appr)	6 th grade (10 years old appr)	Total	Percen tage
		f	f	f	f	%
Visual	Flash cards		2		2	5,12
	Power point presentations					
	Maps					
	Pictures	2	2	1	5	12,82
	Charts					
	Handouts	2	2	4	8	20,51
	Posters					
	Word cards	1			1	2,56
	White/black board	3	5	4	12	30,76
Audio	Songs	1		1	2	5,12
	Dialogues		1		1	2,56
	Stories					
	Tales					
Audiovisual	Videos					
	Movies		1		1	2,56
	Documentaries					
Realia	Objects (toys, plants, fruits)	4	2	1	7	17,94
Online	websites					
Total					39	100%

Author: Omar Montenegro Ortega

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

Description, Analysis, and Interpretation of Results

In this section we will focus on the main part of the research, which are the results. To accomplish this purpose we are going to examine all the results using a qualitative and quantitative analysis.

The qualitative analysis is going to describe the supplementary materials that were used in each classroom (4th, 5th, and 6th grades), taking into account the pertinence, appropriateness and quality of each one. At the end of the analysis of each grade I will refer to the learning styles, as well.

The quantitative analysis is going to examine the amount of supplementary materials used and the frequency that teachers use such materials to teach children. Such analysis is based on observations, surveys; and personal approach. The same system will be applied to the three different grades included in this research proposal.

Qualitative Analysis

4th Grade/8 years old

Pictures

This supplementary material was used in two classes. The topic of the first one (class 9) was Superlative and Comparative forms. The objective for this class was to use of superlative and comparative forms in a correct way. The students showed the acquired ability of this topic in a class final oral exercise. They were capable to structure comparisons between two or more people. The teacher used the pictures pertinently; these had clear and simple examples for the class' topic, for working with comparisons using the adjectives fat and thin she showed a picture that had a Homero Simpson and Olivia on it.

The role of teachers is to help students to learn; in this class this goal was accomplished. The used material was according to the students' age, the cards had cartoons on. The cartoons' cards make the kids to enjoy the activity because they knew the characters and they participated with interest and enthusiasm. Children structured the comparative and superlative sentences very well. The used vocabulary was specially selected for the group age due to they participated actively.

Sometimes a picture is worth a thousand words, and it is particularly true when teaching English as a second language. The supplementary material used in this class was of high quality. The teacher had to invest his own money in the cartoons' cards. They were big (50cm. by 50cm.) and colorful and the students were motivated with them. The cards made easier the teachers' class.

Present Continuous was the topic of the second observed class. Ask and answer questions in this tense was the objective. The teacher used pictures in this class as well (class 10). In first place, the teacher explained the grammar about the topic. It was how to structure sentences: affirmative, negative and interrogatives. Later, the instructor showed a picture and he asked a student to formulate a question, other student answered it immediately. About 95% of students were able to accomplish this activity perfectly. Therefore, the class' objectives were fulfilled.

The pictures used by the teacher for this class contained cartoons and famous singers' pictures. The students worked without problems with this material and they learned the use of Present Continuous Tense.

Pictures awake students' interest and curiosity. The students raised their hands all the time to participate in the class activity. The English used by students in

the session was correct and natural. Overall, the used supplementary teaching material suited the students and their needs.

Handouts

The right use of “Everybody – Nobody” was the topic of this class (class 5). To use correctly these indefinite pronouns in sentences was the objective. The teacher began the class by reading the grammar explanation on the book and explained some other rules. After that, he put on the desk of each first column’s student the number of handouts for all children in each column. This student took one and gave to the next student the other handouts and so on; then they completed the handouts. Finally, they read a sentence one after one. These exercises were suited to the class’ topic.

The students understood quickly how to fulfill the different activities on the handouts; these were completed flawlessly for them. This supplementary material was really appropriate for the students.

The handouts were of poor quality, because they were simple photocopies. However, the content was interesting and according to the subject matter. Thanks to the handouts and other resources the teacher could accomplish the class’ objective.

The topic of the second class that used this type of supplementary material (class 7) was Adverbs of Frequency. The class’ objective was to write sentences using adverbs of frequency correctly. The class began with a song; students listened it, and repeated sometimes. After the teacher explained the grammar, he focused on the student’s book. Later, with the help of one child he gave handouts to work to the students. The students had ten minutes to make the exercises on their worksheets.

Finally, each student read loudly his worksheet's sentences for their classmates. All of them performed a fine reading, and the teacher congratulated to each one.

Almost all students wrote the sentences on the handout efficiently. The sheets had pictures and examples for each activity. The students' English level was appropriate for carrying out the different activities on the used handout.

Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course (Dantas & Rilling, 2010). Within this particular class, the teacher was able to increase the students' interest to accomplish the activities on the handouts.

Word cards

The topic of the class number four (class 4) was "Want plus infinitives"; the teacher's objective was that students use the verb want plus infinitive properly in affirmative and negative way. The teacher acquired this objective with the word cards. With some children's help, he structured a sentence using the cards related to the topic class. It served as sample for all the students. Immediately, he formed groups of four students. The task was to set the word cards properly.

This supplementary material chosen was excellent to explain the subject and to work in this class. The used vocabulary and verbs were well known for the students. They worked appropriately with the word cards and enjoyed the activity. The teacher selected a vast number of cards properly; some of them had attractive designs for the students. The chosen material was made of high quality.

Whiteboard

This supplementary material was used three times:

In the first one (class 1), the teacher's objective was to explain the students how to express possession. This was done by asking and answering sentences using possessive pronouns in a correct manner. The teacher wrote on the whiteboard the subject pronouns with the possessive pronouns, after he explained the right use of them. He wrote: What is this? (Showing his marker); immediately the students answered with the right possessive pronoun. Then, the teacher wrote the answer on the whiteboard. The class continued in this way, a student asked a question and other answered it.

The explanation on the whiteboard was excellent and the examples were very clear for the students. They answered the questions quickly and in a correct way. All the students raised their hands at the same time. They were eager to participate.

The teacher wrote on the whiteboard with good handwriting, he was well organized. All the students could read the teacher explanation, the use of the whiteboard as supplementary material was interesting and motivating for the kids.

The topic of the second observed class that used a whiteboard (class 6) was Present Simple, at the end of the class the students have to express habits and daily situations. While the students read the grammar on their books, the teacher wrote some sentences on the whiteboard in Present Tense. Later, he explained the structure of them to the children. After that, the teacher wrote his own daily routine. Then, the students wrote on their notebooks their daily routines. Finally, they read one by one the sentences of their notebooks. The teacher asked them to listen and try to find mistakes.

The class' objective was accomplished. The students wrote and expressed sentences about their habits and daily activities using present tense effectively.

The whiteboard was used without originality or creativity. Supplementary material should be useful, meaningful and interesting for students. This class' teacher did not apply such characteristics; however, the students understood the class topic.

The next class that used a whiteboard (class 8) was about the correct use of the Past Tense. The objective was to describe past events with regular and irregular verbs. The teacher began the class with an explanation of grammar rules for regular and irregular verbs using the whiteboard and the students' books. After that, he wrote sentences in present tense and ask students to change them to past. Then the teacher asked to a student to write a sentence in present tense; then another student changed it to past tense. In this class the whiteboard was fully used.

This kind of supplementary material can be used with students of any age. In this class the students wrote the sentences on the whiteboard efficiently. They understood the rules to change verbs from present to past tense. They applied the rules with regular verbs and memorized the changes of irregular verbs.

Students enjoyed when a classmate was in front of the class. If the selected kid did not write quickly the sentence in Past Tense, other children were eager to replace him. In this class the supplementary material was used with creativity.

Songs

A song was used with the topic "Adverbs of Frequency" (class 7). It was really useful, because the song's letter had sentences with the class' topic. First of all, the students heard the song twice, after that; the teacher gave them a handout with the song's lyric on it. Then, the students heard the song again and they completed the

blank spaces on their sheets. Thanks to this exercise the students understood the use of adverbs of frequency; and the class' objective was well accomplished.

The chosen supplementary material was adequate for the children. They sang the song very well and understood the correct use of adverbs of frequency. The vocabulary and grammar structure were simple for the children.

The structure of music lends itself to repetition and memorization and is a great teaching tool for the young kids. Songs provide wonderful teaching tools for children studying ESL. The song used in this class was not part of the student's book. It was a teacher's input. The play was clear and the settled volume's level was ok. All the students paid attention and the discipline was controlled. The selected song as teaching supplementary material was well done in this case.

Objects (toys, plants, fruits)

The class 1 subject was "possessive pronouns". The teacher objective was to teach students to express possession by asking and answering sentences using possessive pronouns. First the teacher wrote on the whiteboard the subject pronouns with the possessive pronouns. After that, he explained to the students the use of them, and he wrote on the whiteboard: What is this? (Showing his marker); immediately the students answered with the right possessive pronoun. Then, he wrote the answer on the whiteboard. The class continued in that way, a student asked a question and other answered it. After that, the teacher asked questions to the students using objects that they had on their desks at that moment. The children answered to the teacher with the proper possessive pronoun.

The explanation on the whiteboard was excellent and the examples were very clear for the students. They answered the questions with the objects quickly and

in a correct manner. All of them were eager to participate in class; they raised their hands at the same time.

Using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent. In this class the teacher used this supplementary material in an interesting and motivating way for children.

The next class that takes realia as a supplementary material was class number 2. The class' topic was "sequencers". At the end of the class the students must be able to repeat sentences using sequencers in an order way within a grammatical context. The students made a sandwich; in this activity they used the sequencers while they were preparing a sandwich. Previously to that, the teacher explained the proper order for the use of sequencers. This class' activity was excellent; it awaked students' curiosity and enthusiasm.

In this class the students showed their culinary capabilities. Nevertheless, the most important was that they used the English languages while they prepared the sandwich. The students learned and had good time at once. Real, tangible things in the classroom help students to connect themselves to the learned language. In this particular class this goal was reached. This kind of supplementary material helps a lot to students to comprehend the class' topic.

Class number three used realia as well. The class' subject in this case was teaching "Imperatives". The class objective was to teach students to give orders, commands and instructions. The teacher began his class reading the grammar on the students' books. After that, he applied the book grammar by giving orders to a student (For example: open the door). Then, the selected student, as a practice; gave orders to a classmate. The use of realia in this class was appropriate, because all the

time the students worked with imperatives; they gave and received orders, commands and instructions.

The students understood the topic of the class very well. They practiced imperatives in a practical form. The used vocabulary was to the students' level. And finally, they were able to "impart-receive" orders and directions as it is done in our daily lives.

Realia is real life objects, they allow to students to make connections with their own lives. This class was developed by the teacher to allow students the use of things that were inside and outside of their classroom. There was an active students' participation. The teacher used material for the lesson available in their own classroom; the final outcome was a high quality teaching session.

The class number nine used this type of supplementary material for developing "Superlative and Comparative forms". The teacher objectives were accomplished. By the end of this lesson the students were able to make comparisons between two or more people. As wells as among three or more items. The teacher used pictures at the beginning of the class, and after he made comparisons with real life objects (backpacks, erasers, notebooks, etc.). Students understood the grammar rules and applied them correctly with objects and people. The role of teachers is to help learners to learn; in this class this goal was accomplished.

The used material was according to the students' age, they structured the comparative and superlative sentences effectively. Some children were a little slow; but they were able to complete the English exercise. The chosen vocabulary by the teacher for this class was well known for his students. Supplementary material should be useful, meaningful and interesting for students. It is particularly true when

teaching English as a second language. The quality of the supplementary material used in this class was good. In this class the teacher displayed that realia is an excellent help for teaching.

Learning Styles

The phrase “learning style” is related to the assessment that individuals are not all the same, so they learn in different ways. By recognizing and understanding the different learning styles, you can use techniques better suited for your students. This improves the speed and quality of their learning.

In my classes’ observations I could notice that in the class number one the teacher applied visual (spatial) style and physical (kinesthetic) style. The whiteboard and the objects that the teacher used in his class facilitated the comprehension, attention, and discipline of the students.

Class number two employed physical (kinesthetic) style, the real ingredients used to make the sandwich were wonderful for practicing English vocabulary. The students worked in pairs; the class’ attention and the discipline were controlled. While two students were on stage preparing the sandwich the rest of them were paying attention and waiting for their turns. The teacher made a smart use of the kinesthetic learning style; he definitely awakened students’ class attention.

Physical (kinesthetic) style was used again in class number three. The teacher used objects that were inside and outside of the classroom. The students participated actively throughout the whole class. “Use physical objects as much as possible; physically touch objects as you learn about what they do (Keefe, 1979)”. The discipline was adequate while this class was developed.

Class number four applied visual (spatial) style, the word cards that the teacher employed in this class were of high quality. The students participated actively and enjoyed the class.

Class number five used visual (spatial) style, the handouts that the teacher gave to students were of poor quality. They worked in pairs and with a little interest, the discipline was ok.

Most English language learners are visual; in class number six the students enjoyed this style. The whiteboard was a great supplementary material in this class. According to the surveys the students prefer visual aids, visual style. The students paid attention the whole class; and there was no problem with the discipline.

Some students seem to learn better when information is presented through sounds and music (aural learners), while others seem to learn better when it's presented through pictures (visual learners). In class number seven there were both, the students heard a song three times and after that they completed a handout. The topic of the class was clearly understood using these two learning styles.

Class number eight put in practice the visual style. The whiteboard was used effectively. The students were motivated and they wanted to participate all the time in front of the class. The teacher took advantage of the visual learning style; it was an excellent class.

Class number nine integrated two styles: visual and physical. The pictures and the people were excellent supplementary materials. The students learned the topic class; they paid attention and collaborate with the teacher all the time.

The teacher used the visual style for the last class in this grade as well. The students were motivated with the pictures. They were anxious to participate all the time and the teacher took good care of his class applying discipline.

5th Grade/9 years old

Flash cards

Flash cards were used in two classes. The topic in class number one was sports and exercises. By the end of this class students will be able to communicate their ideas in oral and written form using grammar structures correctly. The teacher showed some flash cards (basketball, soccer, football, volleyball, swimming, mountain climbing, among others) and read aloud the sports and exercises with the correct pronunciation. Then, the students repeated it; and they had to write on their notebooks a sentence in Present Tense. Later, changed to Past Tense the same sentence, finally they read the sentences. These supplementary materials were appropriate to the class' topic and the teacher used them effectively.

The students demonstrated a good English level, they understood immediately the instructed task when the teacher showed them the flash cards; and the objective was achieved.

A flash card is a set of cards bearing information as words or numbers, on either; one or both card' sides used in classroom drills or in private study. Those that the teacher used in this particular class were big and colorful. These supplementary materials were bought by the teacher.

Class number seven was the other class that used flash cards for teaching children. The class topic was the verb To Be, present and past tense. The teacher wanted that students changed sentences from present to past. First the teacher wrote

on the whiteboard the grammar about the two tenses, after he explained the grammar. Next, he showed some flash cards in front of the class and one student gave an example in present tense (relate it to the showed card) and other student changed it to past. The students clearly understood the class' subject and the supplemental material used was perfect.

Flash cards are widely used as a learning drill tool to aid memorization by way of spaced repetition, in this class these were part of the teacher's book.

Pictures

This supplementary material was used in two classes. The topic of the first one (class 5) was Ecology. The teacher objective was to teach students about environmental problems using English. The teacher used pictures properly; the pictures had clear and simple examples about problems with the environment. The teacher described each card using simple English; then the students participated making inputs with possible solutions for each problem.

I think that the material used during this class was didactic and according to the students' age. They presented possible solutions for the environmental problems, making use of the three R's (reduce, reuse, and recycle). The used visual aids helped students to understand the topic. The quality of the supplementary material used in this class was worthy; the pictures were applied with creativity. As I stated before the cards were big and colorful and the students were motivated with them.

The topic of the second class that used pictures (class 8) was "present continuous to past continuous". The teacher began the class showing to his students some pictures with different people activities on them. Then, he asked questions to

students about the cards (What is he/she doing?). Most of the students were able to accomplish this activity perfectly; therefore, the class objectives were fulfilled.

The pictures showed by the teacher in this class had famous people on. The students worked without problems with this material and they learned the use of present and past continuous tense. Pictures were brought for the teacher, they awake students' interest. The students were eager to participate in the class' activities. They raised their hands all the time. The English practiced by the students was of respectable level.

Handouts

“Indefinite pronouns” was the topic of class three. To teach students to provide information, using correct grammar, about a person was the class' objective. The teacher began the class giving a grammatical explanation about the topic. The teacher gave handouts to the students; they had ten minutes to complete the exercises on the sheets. The students worked in small groups. They really enjoyed and understood the use of indefinite pronouns. The children read the exercise's answers, one after one. Almost all the students complete the handouts correctly. The used vocabulary was well known for them.

The handouts had pictures and simple exercises on, with an example at the beginning of each activity. The handouts were a simple photocopy of a book. The teacher got them from a grammar book different to the issue for his class. Definitely, these supplementary materials facilitated the development of this English class. The used information was well selected by the teacher for this specific class.

Class number four used handouts as supplementary material for teaching the modal verb must / must not. The class' objective was to express suggestions,

opinions, and give advices to improve something. The class began with a short dialogue, the students listened it once and later they answered some questions about it. Next, they listened the dialogue again. After that, they listened and repeated sentence by sentence several times. Then, the teacher explained to the students how to structure sentences with must / must not. Later, the students completed exercises about the learned subject on handouts; and they read them loudly for their classmates.

The handouts had exercises with the modal verb on; the students understood and completed the activities on their sheets very well. The students' English level was good enough for carrying out the different activities on the handouts. The class objective was easily accomplished with the selected supplementary material. The students understood the class's topic without any problems. The teacher got the handout from the internet and he made good use of it.

White/black board

To know the correct use of relative pronouns expressing sentences with real situations was the objective of class number two. There was a complete explanation of the relative pronouns (that, who, where) on the whiteboard. The teacher explained when and how to use each the relative pronouns. As a participative exercise, the teacher wrote incomplete sentences on the whiteboard; and the students completed them using the relative pronouns.

This school's students have a good English level because they have two hours classes every day. The whiteboard was used properly by the teacher and the students. Whiteboard is an area on a display screen that multiple users can write or draw on. The whiteboard is of great help to students of any age.

The topic of the class five was Ecology. The teacher objective was to teach children about environmental issues. The teacher used pictures for it, and he did it really well. The pictures had clear and simple examples about current problems with the environment. The teacher described such problems writing on the whiteboard. The students suggested solutions in English for each problem.

The teacher used the whiteboard according this class students' age. Thanks to the instruction students acquired conscious about the environment problems. The grammatical teacher's goal was to teach his students about the meaning and uses of the three R's (reduce, reuse, and recycle). The objective was accomplished.

The quality of the supplementary material used in this class was good The information on the whiteboard was organized. The used handwriting was proper and clear. The students were able to read the board sentences using an acceptable English level. Whiteboards are a principal component of a classroom because they enable visual communication.

The class number six teacher used a whiteboard too. Reported speech was the topic of this class. To identify and to apply the different structures, meanings and uses of English language in a variety of contexts was the objective. First the teacher asked to students read page 71 of their books, while she wrote on the whiteboard the grammar part and some examples about of the use of reported speech. Next, she explained the subject to her students. As a practical exercise, the students wrote more examples about the topic on the whiteboard. Finally, the teacher asked simple questions to the students; and they answered them applying reported speech.

One of the main whiteboards advantages is that they can be used by students of any level and any age. This class' students had a little difficult

understanding the different changes in reported speech. However, thanks to some extra examples on the whiteboard they understood the changes. Before the class ending the objective was reach.

In this class the teacher demonstrated her knowledge about the topic and her ability to transmit it. The whiteboard constituted the teachers' main supplementary material for teaching her class.

Class number seven was other class that used whiteboard for teaching children. The class topic was to teach students how to change the verb To Be from present to past tense. The teacher's goal was to show the students how to change a sentence from present to past form. First, the teacher wrote on the whiteboard the grammar about the two tenses, and he explained it to the students. Next, the teacher showed some flash cards to the class explaining the grammar.

As a practical exercise, a student wrote an example in present tense and other student changed it to past. The exercise was repeated several times for different students. The teacher made suggestions when these were necessary. The students completed the tasks quickly and almost without mistakes. The whiteboard was used in an excellent manner. Finally, the students repeated the same exercise orally.

The topic of class nine was the modal verbs "can and could". By the end of the class the students had to be able of: To accept and refuse an invitation, and to use apologies in a polite way. While the students read the grammar on their books, the teacher wrote the grammar structure and some sentences on the whiteboard. She explained to the children the use of can and could. After that, the students wrote more examples with the modal verbs on the whiteboard. Then, they completed some exercises on their books and they read them loudly to his classmates. In this class the

teacher and the students work with the whiteboard most of the class. They used the board in an excellent manner.

The whiteboard is an outstanding tool for teaching any subject; this class was not the exception. The class' objective was accomplished. The students wrote sentences, expressed questions and answers. They did it using the affirmative and negative forms of can and could. The children did it effectively. The teacher wrote a very clear explanation about the class' topic on the board and she helped the students to work correctly with these modal verbs. The students were really motivated in their class.

Dialogues

Class number four took a dialogue as supplementary material for teaching the modal verb must / mustn't. This class' objective was to teach students how to express suggestions and opinions, and to give advices to improve something. The class began with a dialogue; the students heard it once and answered some questions about it. Next, they listened again the same dialogue and they repeated it sentence by sentence. Then, the teacher explained how to structure sentences with must / mustn't. After that, the teacher gave a handout to the students to complete some exercises about the learned topic. The students completed the exercises in twelve minutes approximately. Finally, the students read the sentences loudly for their classmates.

The used dialogue had a lot of examples with the modal verb; the students understood and completed effectively the class' activities about it. The students' English level was good enough to understand the class' subject.

Dialogue was used in class ten. The teacher took full advantage of this supplementary material available for EFL classes. The class' topic was well exposed and the students understood it clearly.

Movies

A movie was used as teaching supplementary material in class number ten. The class was a previous lesson review. The objective, according with the teacher, was to practice listening and reading. The students watched the movie using the two available hours' class.

I believe the teacher did not use correctly this supplementary material. At the beginning, the movie (cars) was interesting for the students. But, after a few minutes they did not understand the movie's dialogues because they were too long. The movie's dialogues were too fast for the children English level as well.

The movie's play was clear and the volume was ok. However, most of the students were soon bored and ask to the teacher to change the language to Spanish. They yelled Spanish... Spanish...Spanish.... please teacher.....! The teacher did not achieve any relevant activity with this type of supplementary material. She limited her physical presence to control the class' discipline. In this case, the supplementary material was used poorly.

Objects (toys, plants, fruits)

Class number one used objects; the topic in this class was "sports and exercises". The class' goal was to teach students how to communicate their ideas in oral and written form using grammar structures correctly. The teacher showed some flash cards to the students using the methodology explained before (see page 45). Later, the teacher sent a group of students to play basketball. They were out to

practice the English learned using real life situations. While half of the students were playing basketball, the other half were practicing present and past tense sentences. Then, the two groups interchange their activities. This teacher's idea was wonderful for the students; they practice English in real life situations. They had a good time while they were learning.

The students' English level was good enough to effectively accomplish this particular class. They understood the whole class' topic and they answered the teacher's questions without any problem. The class' objective was again accomplished.

The use of realia allows students really learn the class' subject. It is because realia combines real life situations with the class' matter. In this class students were really interested and participated actively in the lesson. The teacher used this kind of supplementary material in a very interesting and motivating way.

The topic of the second class that use objects (class 8) was "present continuous to past continuous". The teacher began the class showing to the students some pictures with different people's activities on them. Then, the teacher asked to his students some questions to be answered using present continuous (real activities: What am I doing?, What is Peter doing?). Later, the teacher repeated this activity and the students had to reply in past continuous. After that, the students completed some activities on their workbooks applying the capabilities just learned. Children enhance the acquired knowledge by asking and answering real life questions among themselves. This last activity awaked students' interest and curiosity. The class' objective was reached this time too.

The activities with realia that the teacher applied in this class motivated to the students. They were very participative and worked without problems in their class. The children satisfactory learned the use of present and past continuous tense.

Learning Styles

During the observation I can noticed that in the class number one the teacher applied visual (spatial) and physical (kinesthetic) learning styles. The flash cards and the objects that he used facilitated the subject comprehension to the students. They grabbed the kids' attention and they helped to keep the class' discipline. In few words, the used cards facilitated English teaching.

Class number two employed visual (spatial) style, the students had a good English' level, the whiteboard was used properly by the teacher and students, at the beginning of this class the students were a little bored, but some minutes after the teacher awaked student's interest; there was no problem with the students discipline.

Visual (spatial) style was used again in class number three, the teacher used handouts, and the students participated actively and enjoyed the class. The discipline was adequate while this class was developed. The students' surveys show that they like this learning style.

Class number four applied visual (spatial) style and aural (auditory-musical) style, with the mixture of these two styles the teacher got the class objective, the students enjoyed this class, they imitated the cd pronunciation and they participate actively whit the handouts.

Class number five use visual (spatial) style, the pictures that the teacher showed to students were of good quality, on the whiteboard the teacher wrote the

suggestions to improve the environment, these supplementary materials were used with creativity; the discipline was ok.

Most English language learners are visual, in class number six the teacher took advantage of the whiteboard, the whiteboard was a great supplementary material during this class; the students prefer visual style according the surveys. The students put attention the complete class; there was no problem with the discipline.

Some students seem to learn better when information is presented through flash cards (visual learners); in class number seven these were appropriate to catch the attention of the students; the topic of the class was clear; and the discipline was controlled by the teacher all the time. On the student's survey, they showed preference for pictures and posters.

Class number eight put in practice the visual style (spatial)with pictures, on these there were people doing different activities, the students repeated after the teacher the correct pronunciation and verbal (linguistic) using speech, the teacher pointed a student and asked other, what is he doing?, all the students participated in this way, they were motivated and they wanted to participate all the time in these activities; there was no problem with the discipline.

The teacher in class number nine applied visual (spatial) style, the students one by one wrote on the whiteboard, they showed interest and curiosity, they wanted to go to the whiteboard all the time, they learned the class topic, they put attention and collaborate with the teacher all the time.

Use of audio-visuals is more important than the printed text, the last class in this grade worked with this style, the students were motivated at the beginning of the movie but after some minutes most of them were bored, they did not understand the

audio, it was very quickly; the teacher did not do any activity during the class; the teacher took care with the discipline and no more.

We might conclude that we prefer one or more styles over others, successful instruction can take a combination of learning styles. On the student's survey, they wrote that they prefer that the teacher use supplementary materials always.

6th Grade/10 years old

Pictures

This supplementary material was used in class number eight. The topic of the class was Future going to. The teacher's objective was, make plans in the future using the right structure in this tense. The students were capable to structure future sentences. The teacher used the pictures efficiently; these had scenes for future situations. Thanks to pictures, the students understood the grammar rules and applied them correctly.

The used material was according to the students' age. The cartoons' cards make the kids to enjoy the activity. Children structured the future sentences very well. The used vocabulary was specially selected for the group age.

When teaching English as a second language, a picture is better than a teacher explanation. For this class the teacher had to invest his own money in the cartoons' cards. They were big and colorful and the students were motivated with them. The supplementary material used in this class was of high quality.

Handouts

Phrasal verbs was the topic of class number one, define and describe a friendship was the first objective, use phrasal verb in sentences was the second

objective. The teacher began the class asking to students to think in a good friend. After that, he put on the desk of each student a handout. Then they completed the handout in ten minutes. Finally, they read a sentence one after one. These exercises had relation to the class' topic.

The students understood quickly how to fulfill the different activities on the handout; this was completed for them. This supplementary material was really useful for the students.

The handouts were of poor quality, because they were simple photocopies. However, the content was interesting and according to the subject matter. Thanks to the handout the teacher could accomplish the class' objective.

The topic of the second observed class that used this type of supplementary material (class 4) was Tag questions. The objective was make sentences by the application about the tag questions. The class began with a short teacher's explanation in Spanish, then he focused on the student's book. Later, with the help of one child he gave handouts to work to the students. The students had fifteen minutes to complete the exercises on their worksheets. Finally, each student read loudly his worksheet's sentences for their classmates. All of them read aloud for their classmates, and the teacher congratulated to each one.

Students wrote the sentences on the handout efficiently, they worked in pairs. The sheets had pictures and examples for each activity. The students' English level was appropriate for carrying out the different activities on the used handout.

Language is the most important means of communication. Within this particular class, the teacher was able to increase the students' interest to accomplish the activities on the handouts.

Relative clauses was the topic of the class seven, make sentences by using relative clauses was the objective. The teacher began the class with an explanation about this topic on the whiteboard. After he read the information on the students' book. Then he worked with two handouts. The students understood the use of relative clauses; one by one they read the sentences with the correct answer.

Almost all students complete the handouts correctly, the vocabulary was known for them, the handouts had simple exercises with an example at the beginning of each activity.

The handouts were photocopies of a book. These supplementary materials facilitated the development of the English class; the information was specific for this class.

Class number ten took handouts as supplementary material for teaching Tag questions, the class' objective was make sentences in all times by the application about tag questions. The teacher explained how to structure this kind of sentences. Immediately he gave a handout to the students, some students helped him. Then the teacher explained the content on it, activity by activity. After the students in pairs filled them. Finally students in order read the sentences.

The handout had exercises with tag questions; the students understood and completed the activities in a good manner. The students' level was enough for carrying out the different activities on the handout; the class objective was easily accomplished with this supplementary material.

The teacher got the handout from the internet, during this class the teacher took advantages with this supplementary material, the class topic was very clear for the students, they were happy by working with this kind of supplementary material.

Whiteboard

In class two the teacher's objective was to make sentences with indefinite pronouns in affirmative, negative and questions. The teacher wrote on the whiteboard the indefinite pronouns with an explanation for each one. After he told a student read the first indefinite pronoun (everybody) and asked him an example, the teacher wrote on the whiteboard it. The class continued in this way with nobody, somebody, and anywhere.

The explanation on the whiteboard was clear and easy to understand and the examples that gave the students demonstrated this. All the students wrote sentences on the whiteboard.

The teacher wrote on the whiteboard with good handwriting, he was well organized. The use of the whiteboard as supplementary material was interesting and motivating for the kids, when a student took a long time for writing the answer on the whiteboard, his partners wanted to help him.

The topic of the second observed class that used a whiteboard (class 3) was Present Perfect Tense. As objective the students have to structure statements by using the class' topic. The teacher asked students to read the grammar focus on their books. After that he asked them ideas about the class' topic, he wrote those ideas on the whiteboard and explained the structure of present perfect tense to the children. Finally, they wrote examples about themselves using the present perfect tense on the whiteboard.

The class' objective was accomplished. The students were working on the whiteboard and wrote sentences using the correct structure. They did not have problems structuring the sentences and vocabulary.

This supplementary material is useful for students of any age. In this class they showed little interest in learning English; however, the students understood the class' topic.

The next class that used a whiteboard was class six. Its topic was about the correct use of the Past Simple Tense (regular verbs). The first objective was to talk about activities in the recent past; the second objective was to write about school memories. First the teacher asked sentences in present tense to the students. Then he wrote on the whiteboard, immediately he changed those sentences to past tense and continued in this way with some examples more. After that, the students changed teacher's sentences in present to past, but orally.

This kind of supplementary material can be used with students of any age. In this class the students wrote the sentences on the whiteboard efficiently. They understood the rules to change regular verbs from present to past tense.

The way teachers motivate to his class is very important. During this class I could not notice students' motivation. In this class the supplementary material was used without creativity.

Songs

Class number five worked with a song. The class' topic was Present Simple and prepositions of time. Talk about routines in affirmative and negative sentences. Tell the time and ask for information about a person or thing were the objectives. First of all, the students listened the song once, after that; the teacher gave them a handout with the song's lyric on it. Then, the students heard the song again twice and they completed the blank spaces on their sheets. After that they listened and repeated the song sentence by sentence.

The chosen supplementary material was adequate for the children. They sang the song very well and understood the correct use of prepositions of time. The vocabulary and grammar structure were simple for the children.

Songs provide wonderful teaching tools for children studying ESL. The song was a teacher's input. The play was clear and the settled volume's level was ok. All the students paid attention and the discipline was controlled. The selected song as teaching supplementary material was well done in this class.

Objects (toys, plants, fruits)

The class number nine used this type of supplementary material for developing "Superlative and Comparative forms". The teacher objective was make comparisons among people and things applying the correct structure. The teacher read and explained how to use comparative and superlative forms on the students' books. He made examples with books, notebooks, dictionaries, backpacks, etc. Students understood the grammar rules and applied them correctly with objects and people; in this class the goal was accomplished.

The used material was according to the students' age, they structured the comparative and superlative sentences effectively. The chosen vocabulary by the teacher for this class was well known for his students. Supplementary material should be useful, meaningful and interesting for students. It is particularly true when teaching English as a second language. The quality of the supplementary material used in this class was good.

Realia is real life objects; this class was developed by the teacher to allow students the use of things that were next to them. There was an active students'

participation. The teacher used material for the lesson available in their own classroom; the supplementary material was wonderful for the students.

Learning Styles

Many EFL instructors integrate different learning styles to improve the quality of their learners. In my classes' observations I could notice the following:

In the class number one the teacher applied visual (spatial) style. Handouts were used in his class in order to facilitate the comprehension, attention, and discipline of the students. On the students' survey they definitely prefer visual style.

Class number two employed visual (spatial) style, too. The whiteboard was used in a good way by the teacher and students. The class' attention and the discipline were controlled. The teacher did not awake students' class attention.

Visual (spatial) style was used again in class number three. The teacher used the whiteboard. The students participated actively throughout the whole class. The discipline was adequate while this class was developed.

Class number four applied visual (spatial) style, the handouts that the teacher employed in this class were of high quality. The students participated with interest and curiosity, they enjoyed this class.

Class number five use aural (auditory - musical) style, the song that the students listened sometimes was of excellent quality. I was surprise with the students' participation; the discipline was ok.

In class number six the students were a little bored with the visual style. The whiteboard was a great supplementary material, but in this class the motivation was absent. According to the surveys the students prefer visual style. There was no problem with the discipline.

Students in class seven learned with visual (spatial) style. The whiteboard and the handouts were mixed for teaching the class' topic. These allowed that the teacher's objective was accomplished.

Class number eight put in practice the visual style. With the pictures students participated actively, they were motivated due to the pictures had famous people. The teacher took advantage of the visual learning style; it was a wonderful class.

Class number nine worked with physical style. The teacher used the objects that were in the class. The students learned the topic class; they paid attention and collaborate with the teacher all the time.

The last observed class in sixth grade used the visual style. The handouts motivated to students. They were happy by working in pairs and the class' topic was understood.

Most of students in this grade were visual learners. According with the students' survey they prefer all kind of supplementary material. Whiteboard and handouts were the most use.

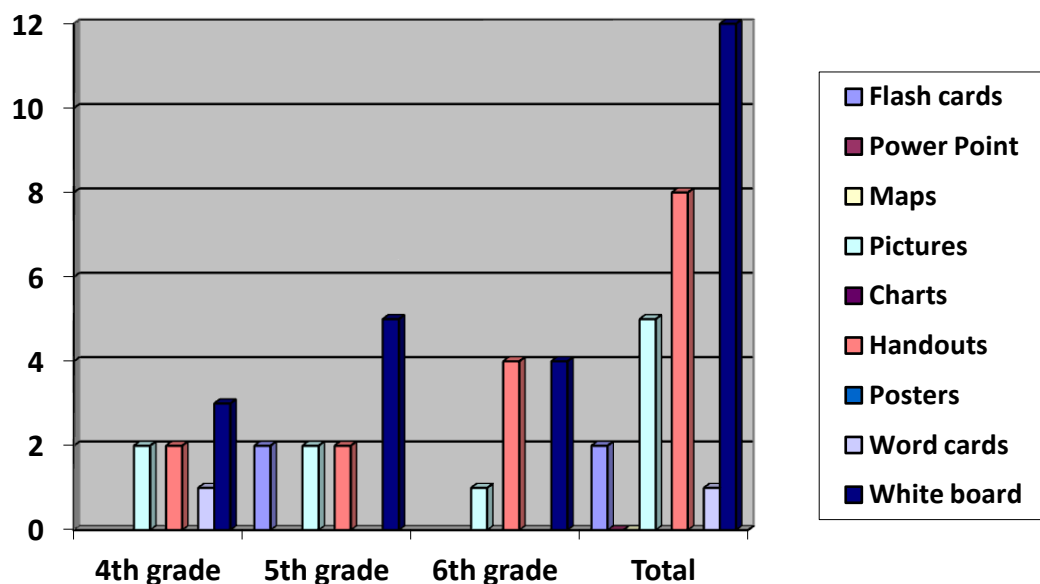
Quantitative analysis

For this research there were used five variables: visual, audio, audiovisual, realia, and online resources. Within these variables we had eighteen supplementary materials. In order to make the quantitative analysis many classes' observation were necessary. The quantitative study was done after I observed the forty classes of the research and gathered all the relevant information about the use of supplementary materials for teaching children in EFL classes. A quantitative analysis of the whole

information is done in order to determine the type of supplementary materials used to teach children in the selected school.

Within the visual variable I found 5 supplementary materials (flash cards, pictures, handouts, word cards, and white board). Within the audio variable I observed 2 supplementary materials (songs, and dialogues). The audiovisual variable showed only one type of supplementary material (movies). The realia variable showed only one supplementary material (objects) as well. I did not find any supplementary materials within the online variable.

The next chart analyzes the frequency of use of supplementary materials in the visual variable.



In relation to the visual variable: None of the observed classes in fourth and sixth grades used flash cards. In fifth grade, I found two classes that used flash cards, which represents 5.12% of the total.

There were not classes that used power point presentations as supplementary materials; it is 0% of the observed classes. The same finding occurred related to the

use of maps. In contrast to the previous findings, I found two classes that use pictures in fourth grade, two classes that used pictures in fifth grade; and one class in sixth grade. This represents 12.82% of the observed classes.

None of the observed classes within the different children groups used any type of charts; this means 0% of the total.

The fourth grade teacher used handouts twice in the observed classes. The fifth grade used them twice as well; and the sixth grade teacher used handouts in four classes. These numbers indicated me that 20.51 0% of the observed classes used this kind of supplementary material.

I did not observe any class that used posters; it was equivalent to 0% of the total.

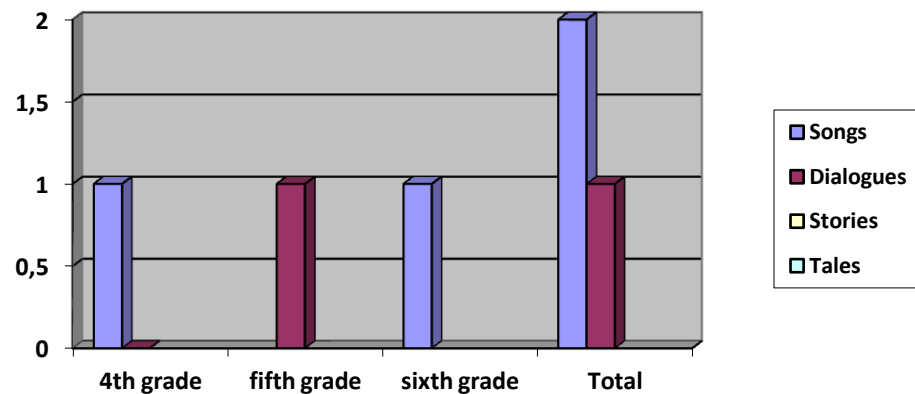
Word cards were utilized only once (fourth grade) in the observed classes. It was equivalent to 2.56% of the total.

Lastly, I found three classes in fourth grade, five classes in fifth grade, and four classes in sixth grade that used the whiteboard as supplementary material for teaching English; it represents 30.76% of the total.

According to the results, we can see that the whiteboard is the supplementary material mostly used by English teachers in the selected elementary school. I believe that the main reason for this is because nowadays a whiteboard is a supplementary material found in every classroom. However, the textbook is still the number one choice English tool. The teachers use heavily the students' book, which has a lot of different activities such as: dialogues, songs, cut and paste activities, join columns, complete sentences, etc.

On the other hand, the supplementary materials less used by teachers are: power point presentations, maps, charts and posters. As stated before, these supplementary materials were not used in the observed classes.

The next chart shows the frequency of use of audio supplementary materials.

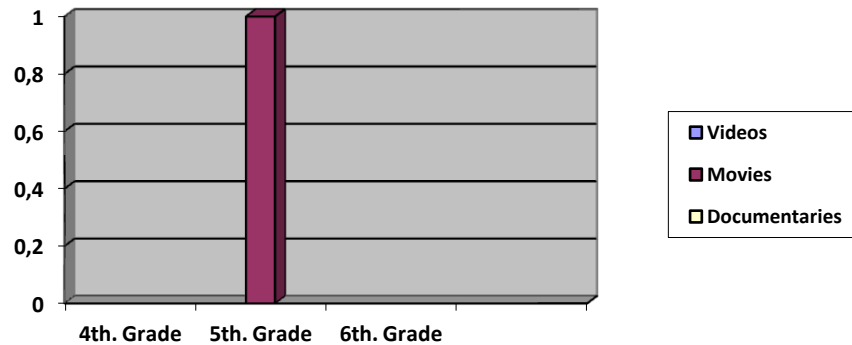


I found one class that use songs as supplementary materials in fourth grade. None of the observed classes in fifth grade used songs, and one class used songs in sixth grade. Only 5.12% of the observed classes used this kind of supplementary material.

Only one of the observed classes used Dialogues, it was a fifth grade class. This is equivalent to 2.56% of the classes. I observed a similar behavior using stories and tales. None of the classes used this type of material; this means 0% for each one.

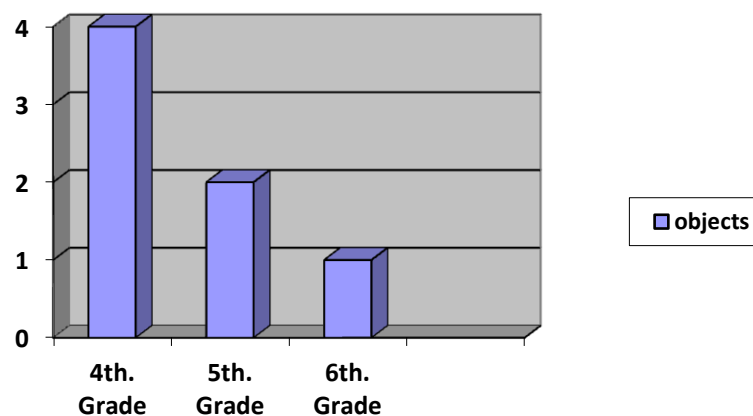
According to the results, we can see that songs are the supplementary material most used by teachers within this variable. I believe this is because most of children love to sing and teachers take advantage of it. On the other hand, the supplementary materials that never were used by teachers in the audio variable were stories and tales; it was equivalent to 0 %.

Now, in the next chart let's analyze the frequency of use of supplementary materials within the audiovisual variable.



As you can notice in the graphic, only in fifth grade a teacher's class presented a movie as English supplementary material. It represents 2.56% of the observed classes. Neither; four grade classes, nor sixth grade presented this type of supplementary material for teaching. Audiovisual devices enhance the interest of students, especially children. Teachers should take advantage of them.

The next chart shows the frequency of use of supplementary materials within the realia variable.



As we can notice on the chart four classes used objects as supplementary materials in fourth grade, two classes in fifth grade, and one class in sixth grade. This

represents 17.94% of the total. It is important to remember that realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent. Teachers compromised to his students should take advantage of such materials.

Finally, I did not find any class in any grade that use online variable for teaching the English subject. I believe the main reason for this is because the lack of resources. The school selected for this study did not have a computer (s) available for students.

According with the students' survey they prefer to learn with the following supplementary materials: flash cards and songs in fourth grade; pictures, posters and songs in fifth grade; while in sixth grade they prefer pictures, posters, and videos.

Conclusions

- Concerning to type of supporting materials used for teaching children in EFL classes, I could determine that teachers used materials in the following percentages: visual variable in 71.77%, the audio variable in 7.68%, audiovisual variable in 2.56%, realia variable in 17.94%. Lastly, within the online variable, I did not find used supplementary material in the observed classes. It represents 0% of the total.
- According to the observations, the supplementary materials used for teaching children en EFL classes were: flash cards (5.12%), pictures (12.82%), handouts (20.51%), word cards (2.56%), white board (30.76%), songs (5.12%), dialogues (2.56%), movies (2.56%); and objects (17.94%).
- This research studied eighteen different supplementary materials. Only nine of them were used by the teachers within the observed classes. Flash cards were used twice, pictures five times, handouts eight times, word cards once, whiteboard twelve times, songs twice, dialogues once, movies once; and objects seven times. In short, the supplementary material mostly used was the white board.
- Finally, through this investigation, I have realized and I am conscious that the use of supplementary materials is essential for teaching English to children in EFL classes. Therefore, teachers must use a wide range of available supplementary materials. The use of such materials will facilitate enormously the children teaching-learning process.

Recommendations

- Teachers should take a seminary each year of how to elaborate and use supplementary materials for children in order to improve the environment in each classroom. The educational system authorities should create this type of seminars; and they should provide the resources for teachers.
- The authorities of this school should acquire televisions and video players for each classroom. Also, the school should implement a multimedia laboratory to exploit and take advantage of new technologies, such as online learning games and video chats.
- Teachers should implement low or zero cost supplementary teaching materials such as: old cans, old toys, bottles, caps, stones, draws, and many others materials that students have available in their homes. Teachers should use their imagination to find and to implement this kind of materials. The list of low or zero cost materials is endless.

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ANNEXES

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

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

Author:

Source:

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

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

Author:

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

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

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

Author:

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

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

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

Author:

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

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4 th grade (8 years old appr)	5 th grade (9 years old appr)	6 th grade (10 years old appr)	Total	Percentage
		f	f	f		
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					
Total						

Author:

Source:

ANNEXE No. 6

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE:

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

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

DESCRIPTION OF THE USED MATERIAL

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Was it used appropriately in relation to the topic of the class? Yes___ No ___ Why?

Was it used appropriately in relation to the objectives of the class? Yes___ No ___ Why?

Was it used appropriately in relation to the student's age? Yes___ No ___ Why?

Was it used appropriately in relation to the student's level? Yes___ No ___ Why?

Was it elaborated and applied with creativity and originality? Yes___ No ___ Why?

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

How do you consider the quality of the used material?

ANNEXE No. 7

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS No. _____

GRADE: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clase de Inglés?					
¿Te ayudo a entender mejor el tema de clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con que materiales crees que aprenderías mejor el tema de clase?					
VISUALES		AUDIO		OBJETOS REALES	
<ul style="list-style-type: none"> • Flash cards () • Diapositivas () • Mapas () • Gráficos o fotos () • Tablas () • Hojas de actividades () • Posters () • Tarjetas con palabras () • Pizarrón blanco o negro () 		<ul style="list-style-type: none"> • Canciones () • Diálogos () • Historias () • Cuentos () 		<ul style="list-style-type: none"> • Objetos () (juguetes, plantas, frutas, etc.) 	
		AUDIOVISUALES		ONLINE	
		<ul style="list-style-type: none"> • Videos () • Películas () • Documentales () 		<ul style="list-style-type: none"> • websites () 	
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					

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

ANNEXE No. 8

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS No. _____

GRADE: _____

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

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

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

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

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

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

Why?
