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The use of supplementary materials for teaching children in Efl classes

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CERTIFICATION

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Certifies that:

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

Loja, March, 2012.

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AUTHORSHIP

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

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Mariana Samaniego Andrade

Author

DEDICATION

I want to thank God, my family, especially my parents and my son. First, God because he is my eternal guide in everything I do. Second, my parents who are my greatest support at home. Finally, my son since he is my everyday motivation to get all my goals in life. All of them together inspired me to carry out this special job.

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ABSTRACT

This research is focused on the use of supplementary materials for teaching children in EFL classes. Its objective is to determine and analyze the type of supporting materials used for teaching children in EFL classes. The data was collected from two public schools located in Esmeraldas Province. The population for this research included the students of 4th, 5th, and 6th grades of Basic Education, as well as the English teachers of these grades. The instruments used for the data collection were the observation, the questionnaire, and the survey.

The collected information was analyzed by means of the Qualitative method in order to identify the supporting material taking into account if they were used considering aspects of pertinent, appropriateness, quality according to the learning styles process requirements. And the frequency of use of the supporting materials was determined through the Quantitative method.

In conclusion, since the board was the supplementary material used the most, the lack of variety and appropriateness of supplementary materials make students bored and unmotivated. Consequently, the English acquisition was very hard for the students observed.

INTRODUCTION

Foreign language teaching is a growing field around the world. However, as most teachers should agree, foreign language teaching is not an easy task to do. It is relevant to consider at this point the multiple dimension of the English learning process which involves socio-linguistic, psychological, and cultural aspects. So, in order to achieve the class' objectives, teachers use teaching aids which help them fulfill the language teaching- learning process successfully. These teaching aids are supplementary materials which will facilitate this process. Furthermore, according to Araya (2007) "materials are vital resources because they stimulate and develop students' linguistic skills". Also, this author asserts "the significance of teaching materials has been mostly associated to the issues of motivation because they activate students' affectively towards academic performance and the competence of the language in study".

Additionally, there is a wide range of supplementary materials such as visuals, audios, audio visuals, realia, and websites which can be used in our classes. However, there was a concern on whether these materials are used adequately in EFL classes. In other words, whether they are pertinent for the topic and lesson's objectives. Besides, the appropriateness of the supplementary materials was considered according to the understanding and student's level. And it was also considered whether they had the best quality at the moment of their use. In order to reach the most important objectives of this research, a study about the use of supplementary materials for teaching children in EFL was carried out using the qualitative and quantitative approach.

The purpose of this research was to identify, describe, analyze the supporting materials used in each lesson and determine the frequency of their use for teaching children in EFL classes in each grade.

In addition, the purpose of this research is to awake the teacher's interest on the importance and benefits gotten from the use of supplementary material because this is one of the best ways to achieve the English learning process effectively.

Moreover, earlier studies have been carried out about this theme. For instance; the study done by Williams & Lutes (n.d) whose objective was to establish the impact of video in ESL classroom on students interest, and therefore on student motivation. In this research the authors discovered that student's interest in the video lesson was significantly higher when compared with the standard lessons. On the other hand, no limitation was found throughout this research.

Another study was done by Viethamani & Too (2003) whose purpose was to answer "if songs can be a useful resource in the language development and connect learners to issues that are of interest to young adults". However, in this research was found out that not all students were familiar with the songs.

Finally, the study done by Hwang (2005) demonstrated that "substantial input of authentic materials that are pegged to learner's level and interest naturally increases their sensitivity to competence in the target language". Nonetheless, limitations were found in this research because some of the language used into films and TV shows fall flat on students in Taiwan.

On the other side, teachers may be favored a lot from this research because they will be aware of the adequate use of the supplementary materials. Consequently, they will apply this knowledge when they plan their classes using

supporting materials taking into account aspects such as; pertinence, appropriateness, and quality.

Additionally, the main benefiter will be our students because they will have more understandable and motivating classes with supplementary material help. Furthermore, this research will make education authorities get more conscious on the importance of using supplementary materials for the English teaching and organize seminars on didactic materials in order to improve the English learning process. Alternatively, this research will serve as a reference guide for future researchers.

In contrast, one of the limitations of the research was that the instructions for the survey applied to students were confusing. As a result, the students could not understand them and they did not answer properly. So, the researcher was always there to help students. Second, schools in this region dedicate only two hours a week for the English teaching. Consequently, it was not possible to observe more lessons in the involved classes. It is recommended that the researchers use a larger sample for future studies in order to collect more information which will help analyze the theme proposed for the research in a more effective way.

METHODOLOGY

Setting and Participants

Participants were students and teachers from two schools which are located in the Esmeraldas province. One of the observed schools is public while the other one is missionary. Three classes of Basic Education were observed. The fourth class was observed in the public school. The fifth and the sixth ones were observed in the missionary school. The students of class 4 were between 8 to 10 years old. This class had 20 students. In contrast, in the class 5 the majority of the students were 9 years old. This class had between 30-35 students. Furthermore, the class 6 was the largest one. This had 40 students. The majority of the students were 10 years old. Additionally, two teachers participated answering to the surveys which were useful at moment of contrasting opinions about the use of supplementary material in these classes.

Procedures

In order to carry out this research it was necessary to find bibliographic themes such as: teaching foreign language, learners, learning styles, teaching techniques, different contexts in teaching and supplementary material. All these themes were useful as they provided information during the observations. Besides, they were necessary to support the opinion of the researcher.

The general approach of this study is *Qualitative* and *Quantitative*. The data collection included observations, tables and questionnaires. On the other hand, the techniques and instruments used in this research were reading, note-taking and surveys.

Furthermore, ten lessons were observed in the fourth, fifth and sixth classes. The data collected was useful to identify the supporting materials used in these classes and show them in the tables 1, 2, 3, and 4 provided by the university. Next, the data collected was also used in order to determine the frequency of the supplementary materials used in each class, after; this data was summarized and showed in the table 5.

Finally, the data collected was used in order to analyze each supporting material. First in terms of pertinence considering the lesson's content and objective. Second, for its appropriateness according to student's level and understanding, and third describing the quality of these materials. Furthermore, the data collected was useful in order to obtain a percent of the frequency and variety of the supporting materials used in each grade.

DISCUSSION

In this section it will be provided the scientific information which will be indispensable in order to support this research. The literature review will be useful at the moment of supporting some ideas, and the analyses qualitative and quantitative will be used in order to describe the use and the frequency of the supplementary material in each grade.

Literature Review

In former times, foreign language teaching was carried out only through a direct method. Nowadays, this has changed. We can have access to a foreign language through the exposure to it. Teachers integrate supplementary materials in their classes with the purpose of involving students in real foreign language situations. It is said that students are more motivated if they are exposed to natural experiences and situations in the foreign language. Moreover, motivation has been considered as an important aspect in language learning. According to this, Araya (2007) claims that supplementary materials have been related to motivation because they improve the student's performance and competence in language learning.

This literature review will discuss themes such as: teaching a foreign language, learners, learning styles, teaching techniques focused on children, different teaching contexts, and some varieties of supplementary materials such as: visual, audio, audio-visual, realia, on-line.

These themes will help to get a clear idea why supplementary materials are useful in the field of education.

In addition, previous studies will be mentioned in order to support the effectiveness of the use of supplementary materials in the English foreign language classrooms.

Teaching a foreign language

Scott & Ytreberg (n. d.) asserts that in order to teach pupils a foreign language it is necessary to do activities which involve all the senses. Teachers may use the school and its surroundings, objects or pictures to work in the classroom. This author also states that using rhymes, singing songs and telling stories will help the students to learn the target language. Furthermore, this author maintains teachers should use the L1 when it is necessary in order to young students understand difficult expressions. Moreover, they argue that children at the age of eight to ten need that teacher communicate with them using facial expressions or movement.

Also, the authors declare that variety in the activities plays an important role. Furthermore, they mention that routines are helpful in the classroom because children enjoy using familiar situations in their classroom. To this respect, Shin (n.d) suggests to establish routines such as: start the class with a song or a short rhyme and add classroom language to those routines.

Additionally, Scott & Ytreberg (n.d) reports that children enjoy learning language if it is presented to them through games and funny activities which involve them in learning. Moreover, Shin (n.d.) mentions the following ideas for teaching English to young learners: -supplement activities with visual, realia or movement; involve students in making supplement materials or collaborate with the teacher to make them; -students can bring their own toys for the lesson.

Besides, this author suggests to move from one activity to another, that is to move from quiet to noisy exercises, from listening to talking, from reading to writing activities; to do individual work or in pairs work; teamwork to whole class, or teacher- pupil to pupil- pupil activities.

In addition, the author writes that the introduced themes should be common and interesting for young learners. For instance: animals, friends, family life, shopping, environment, etc. Likewise, this author recommends, if teachers choose a story to be presented in the classroom, the students should be familiar with its contexts because it enhances their interest in it. Also, he says that themes based on other subjects are another possibility. Moreover, he claims it can be motivating for students to bring native speakers of the target language into the classroom.

Also, Scott & Ytreberg (n.d) argues that teach grammar should not be the main point in primary levels, but be explained when pupils ask.

To conclude with this point, Saville- Troike (2006) declares that knowing the goals that individuals and groups have for learning an additional language can contribute to effectiveness and efficiency in language teaching. So this author recommends taking into account priorities for the learning and teaching process that are compatible with those goals.

Also, he suggests approaching tasks which consider the multiple dimensions that are involved: linguistic, psychological, and social. Moreover, figure out the potential strengths and limitations of particular learners and contexts for learning in order to use them in adapting learning/teaching procedures. In addition, he suggests not being inflexible in subscribing to any instructional approach, and to recognize achievement on incremental progress. Finally, he recommends being patient.

Learners

According to Harmer (1991) children have short attention spans; therefore, they need frequent changes of activity in order to maintain their concentration.

At this aspect, Brown (2001) argues that children attention spans will be short when they find that the material is boring, useless, or difficult.

Therefore, activities should be designed with variety and use sensory aids such as: smell flowers, touch of plants and fruits etc, or audiovisual aids. Furthermore, this author declares because children have little appreciation for adult's notions, they should not be taught terms like; "present progressive" or "relative clause".

On the other hand, Harmer (1991) writes that because of the difficult task of teaching adolescents it is important to involve them in doing interesting tasks and to encourage them to accomplish them. In addition, Brown (2001) states about this group that teachers should try to keep their self-esteem high because it will help in learning. On the other hand, according to Harmer (1999) adults can be motivated if they are shown new material.

Also, Brown (2001) claims adults have longer attention spans but easy and interesting activities also apply to them.

Furthermore, Saville-Troike (2006) reports some advantages for both younger and older learners. According to this author because the older learner has a greater learning capacity; they will have better memory for vocabulary.

Moreover, they have greater analytical ability, so they are able to understand and apply explicit grammatical rules, and more real-world knowledge enables them to perform tasks of more complexity.

In contrast, the author claims that "younger learners develop more native-like grammatical intuitions because of their un-analytical process". Another advantage of younger students is that they will not feel inhibited with people who speak their same language.

There are as well other differences between students which may be associated with success in school. According to this, Lightbown & Spada (1999) state

that intelligence may be a strong factor when the analysis of rules is necessary in the language learning process.

On the other hand, these authors assert there is evidence that aptitude for language learning play a role in learning because the aptitude for language learning is composed of different types of abilities, these are: “the ability to identify and memorize new sounds”, to “understand the function of particular words in sentences or to figure out grammatical rules from language samples”, and the ability to memorize new words. These authors also maintain that knowing these components of aptitude will help teachers to select a variety of activities for particular groups of students. Similarly, personality comes into play.

According to some studies presented by these authors, it has been found that extrovert people may be more successful in language learning due to assertiveness and adventurousness. Also, inhibited people may avoid taking risk, a factor which is necessary in language learning. Especially, in adolescents it may be a problem in the performance of pronunciation.

Additionally, Saville- Troike (2006) mentions that anxiety also tends to interfere in language acquisition because it is associated with lower levels of success.

Alternatively, “there appear to be some sex differences in language acquisition. For example; women’s brain may be less asymmetrically organized than men’s for speech, that is say, females seem to be better at memorizing complex forms while men appear to be better at computing compositional rules” (Saville- Troike ,2006, p .84) .

In contrast, Brown (2001) says that there are differences in learners concerning their level of instruction. He states that in the beginning level teacher’s

techniques and materials play an important role because it will determine students' success.

Moreover, Brown (2001) suggests that students work in groups in order to get taking focus off you. He also mentions using simple vocabulary and structures, and not allowing excessive use of the native language. In addition, the author declares that the use of language in authentic communication will be helpful; for example, simple greetings or introductions. Also, he recommends not correcting every mistake, it should be left up to the students practice freely, if the teacher correct every mistake, it may cause inhibition in them.

On the other hand, Brown (2001) writes that students at an intermediate level may benefit from simple explanations of points in English. In contrast, at an advanced level focal attention should be give to interactive communication. "Natural language at natural speed is a must at this level".

Another factor linked strongly to learning is motivation. According to Harmer (1991, p.3) "the motivation that students bring to class is the biggest single factor affecting their success". This author distinguishes two categories of motivation: intrinsic motivation which is concerned with what takes place outside the classroom; in contrast, extrinsic motivation concerns factors inside classroom.

Similarly, Saville-Troike (2006) defines motivation as integrative which is defined as the interest in L2 because of emotional factors and instrumental based on practical value, such as: occupational or business opportunities and enhance power or prestige, etc.

Also, Harmer (1991) claims extrinsic motivation may be affected by peer's criticizes, previous experiences as language learner, so teachers have to be more supportive than critical.

Furthermore, the author asserts that intrinsic motivation is vital in language learning. He writes that this motivation can be affected by physical conditions in the classroom, even the board conditions, the method used by the teacher, and the teacher himself because teachers have to do everything possible to create a good relationship with their students, that is say if teacher fulfill it, students will be more motivated for learning.

Likewise, Lightbow & Spada (1999) provide us with an interesting opinion about motivation: they state that If teachers can create a pleasant environment where learning takes place, present topics with interesting contents, take into account the level, learning styles, and goals to learning in their students; if the teachers' position are supportive rather than critical, they will contribute strongly to students' motivation.

These authors also assert that it has been observed that the remarks teachers make about forthcoming activities can lead to higher levels of interest. Also, they suggest varying the activities, task, and materials and not to show lessons which always consist of the same routines, patterns and formats.

Learning style

It is said that learning style is defined as preferred ways of learning and studying. According to this, Lightbow & Spada (1999) mention some learning styles, as there are: visual learners which cannot learn something until they have seen it, other people can learn something in a better way if they hear it, and others need to add physical action to the learning.

Another styles considered by these authors are according to field dependent and field independent learner, it is said, independent learners are more analytical

and tend to separate details, on the other hand, dependent learners analyze information in a general way.

Alternatively, Richards (1994) mentions four different types of learners regarding their learning styles: for example; concrete learning style- they like to vary activities and dislike routines and written work; analytical learners are serious and independent, they prefer a logical and systematic presentation of new learning material. On the other hand, communicative learners prefer a social approach to learning- they like to interact with the teacher or classmates, and authority learners who prefers the feedback and support of the teacher all the time.

This author also mentions visual learners which prefer information presented visually, in contrast, verbal learners like spoken or written presentations added to those visuals materials.

Furthermore, active learners prefer to learn in situations that make them to work actively, and moving; reflective learners like having the opportunities to think about the learnt things. Moreover, the author reports that for sequential learners it is necessary to present information in small chunks, they can work with incomplete understanding of course material, while global learners seem to understand slowly the learning process, but when they fulfill it, they can do homeworks successfully. In addition, the author writes about the inductive and deductive learners, he indicates that inductive learners learn better if they are engaged to make observations and draw conclusions, while in deductive learners presentation should start with rules, principles, deduced consequences and formulated applications.

Teaching techniques

Some authors agree that children love to sing and be creative. To this respect, Shin (n.d) suggests chants because these are fun and their rhythmical way puts into practice.

Also, he says that poems give students the opportunity to express their feelings and inspire others.

Additionally, this author claims that storytelling is effective for teaching younger learners because of its communicative purposes; it provides listening experiences and reduces anxiety. To this respect, Scott & Ytreberg (n.d) mention the teacher can adapt the language according to their level and use gestures or facial expressions to help pupils understand it.

Furthermore, Shin (n.d) mentions techniques for direct-interactive communication, these are: repeat- ask and answer questions- paraphrase the content- summarize the content- give examples- express opinion on the content or personalize it.

On the other hand, Scott & Ytreberg (n.d) suggest using techniques as: mime stories told by the teacher and the students make the actions. Another technique effective in children is drawing; this technique is favorite for listening activities. Also, the author declares that rhymes are effective, since children like them and love to repeat them again and again.

Guided practice also can be used with children, but the choice of language should be limited. The author also suggests chain work which use picture cards or word cards. In this technique two pupils should pick up a card and ask about it.

Alternatively, these authors recommend role play which is another way of presenting dialogues. In addition, coping gives teacher the opportunity to reinforce

reading and listening skills. Also, the authors write that dictations can be effective in this level if these are presented for young learners in a short way, are composed of sentences which you can say in one breath, have a purpose, and are connected to a work presented earlier. Furthermore, according to May (2003) “much language learning comes from active listening and observation”.

For this reason, this author recommends: dynamics- these can be effective if it is presented briefly but done regularly.

Also, questioning technique & logical thinking, but it should be student- centered and focused on what happens in the classroom.

Similarly, this author mentions repetition; however, the author claims this may cause boredom. Thus, repetition should be linked students’ interest.

Different teaching contexts

In this aspect, Woodward (2001) suggests for teaching in very small groups it is helpful to bring other people into the classroom through photos, letters, phone anecdotes, etc. And use the local environment.

Also, the author argues it results to bring a lot of activities more than in a normal class, and make students develop all their senses in each class.

On the other hand, this author writes that to work with classes with few resources or facilities, teachers may use dictation activities, use the board as a supplementary material or ask students to bring in their own materials, such as: pictures, objects, or create their materials themselves.

Alternatively, teachers may find larger classes with limited resources. According to this, Renaud, Tannenbaum., & Phillip (2008) suggest planning a variety of activities considering the different learning styles- level – age and

interests of the students can be useful and help with the discipline. Additionally, group work because it can avoid loss of time and it encourages communication.

Furthermore, Renaud, Tannenbaum., & Phillip (2008) mention using pictures or drawings is effective in teaching vocabulary and it increases speaking or writing activities. These authors also suggest to “bring realia- actual objects that language learners can see, hear, and touch into the classroom”.

Additionally, the authors argue to make activities which students are able to fulfill them; it will increase their confidence in themselves.

Another context which teachers may face is the multiple proficiency levels found in the same class. At this aspect, Brown (1994) recommends not to categorize the students as good or bad because each student is a world, each one with specific abilities or needs. Similarly, this author suggests offering a great variety of techniques and activities. He also says to take advantage of a language laboratory may be useful or we might work with group work tasks. To conclude, Renaud, Tannenbaum., & Phillip (2008) argue it is useful have an objective in each class; this will help students to have cleared the goals of each learning activity.

Supplementary material

“Supplementary material is defined as any resource used in addition to the coursebook that complements the teachers’ work” (Spratt, Pulverness., & Williams, 2005, p. 114).

According to Tomlinson, cited in Araya (2007) materials could be cassettes, videos, CD-rooms, dictionaries, grammar books, workbooks or photocopied exercises. Spratt, Pulverness., & Williams (2005) claim materials are important in the classroom because they can provide variety and useful extra practice.

Moreover, Spratt, Pulverness., & Williams (2005) mention that the role those supplementary materials perform are: first, replace inappropriate materials in the course-book. Second, fill in gaps in the course-book. Third, provide materials which consider learner's differences.

Fourth, present extra language or skill practice. Finally, teach in a varied way.

Furthermore, Araya (2007) asserts that materials are useful because these diminish the level of difficulties found in the target language since they show real images and authentic communication of the target language. Additionally, Nikky (2010) in an article of internet reports that teaching aids are important in the teaching-learning process because they motivate students. Thus, they can learn, clarify or understand the subject matter better and more easily. Also, this author states material may be useful in order to increase the vocabulary of the students more efficiently; they avoid time losses and provide direct experience to the students. Furthermore, the author declares "proper use of teaching aids helps to retain more concepts permanently".

To conclude with the supportive themes, I will present the varieties of supplementary materials which will be taken into account in this research, these are:

Visual, use sense of vision, "they may take many forms but the most common are real objects and pictures or photographs". These may have a variety of uses, as these are: "arousing interest and concentrate attention at the beginning of the lesson, illustrate a new language item as vocabulary, set the scene for a story or roleplay, and stimulate discussions" (Gower, Philips., & Walters, 2005, p. 70).

Also, *Audio* defined by Akanbi (1988) cited in Maniruzzaman (2008) as “models and devices that can be heard and give an image of something in some situations”. They include materials like radios, cassette players etc.

In addition, Klaus (2010) claims audio materials are useful because some students learn better if they are exposed to audio activities.

Also, Maniruzzaman (2008) asserts that they motivate students to enhance their learning process, to reduce their exhaustion and help students to improve their performance in all the skills, especially in listening and speaking. Likewise, this author declares that by exposing students to native voices they become more enthusiastic and excited. Also, teaching with audio may increase active participation of the students.

Moreover, *Audio-visuals* defined by Moss (1999) as materials which “convey information via sound and image instead of the text”. For example: television, tapes, DVDs, or projectors. This author mentions that students may benefit from the audio-visual material because it makes them focus their attention on the topic. Moreover, Huebener (1969) declares audio-visuals appeal to several senses so learning is more permanent. Also, these make learning more pleasant and enjoyable. To conclude, this author argues these materials can be productive if teacher make good use of them.

Additionally, *Realia* which is defined by Smith (n.d) as real objects or real texts brought into the classroom. Celce (1988) argues that realia can be effective to teach grammar structure as demonstratives or prepositions of place and it may be useful to teach vocabulary. In addition, this author claims that realia help to show students the culture or real life of the target language.

And the last variable of supplementary material presented here, is the *On-line*: which is another modern teaching aid. According to Spratt , Pulverness., & Williams (2005) the use of technology is a way to bring the outside world into the classroom.

In addition, these authors say that some of the purposes for using on-line resources are: direct communication (chatting), online newspaper and magazines, online dictionaries,etc. Furthermore, Smith (n.d) argues that through of internet teachers and students are exposed to realia because they can travel anywhere in the world and encounter printed materials usually found in the target community.

In order to understand better the research done, it was necessary to analyze the following studies carried out on supplementary materials for teaching in EFL classrooms.

The study done by Viethamani & Too (2003) whose purpose was to answer the following research question; “Can songs be a useful resource in the language development and connect learners to issues that are of interest to young adults?”.

In this study two groups of students were observed; the students were between nineteen and twenty-one years old. They were asked to answer questions about songs, while they were listening to them, and afterwards had to complete reading and writing activities. Although, not all of the students were familiar with the songs, the author found that all of the students were able to understand the themes of the songs. In short, this author concludes that if we use popular songs, these may be good learning materials because they are a form of entertainment.

Williams & Lutes (n. d) carried out a study whose objective was to “establish the impact of video in the ESL classroom on student interest, and therefore on

student motivation”. In this research, a control group and a test group were established for the purpose of this study.

The video used was “The Grapivine Video 1”. Next, both groups were distributed identical questionnaires which contained several statements regarding the students’ attitude towards the class and level of agreement or disagreement”.

As results, these authors discovered that student interest in the video lesson was significantly higher when compared with the standard lessons. Students were more motivated to study in classes where video was used; they also found that students learned more through video. For these reasons, these authors conclude that video can also be an extremely effective intrinsic motivator.

Kazuko, Takeuchi., & Edasawa (1989) carried out other study which had two purposes: the first was to see empirically whether “transcribing a film script interferes with students improving their Listening Comprehension and to answer questions and summarizing content” ,the second was to see if there is any difference in the effects between having pre-listening activities and not having pre-listening activities in Listening Comprehension instruction. The study was done in the following way: the subjects of the study were 235 female Japanese first-year students, their major was English. The subjects were given different activities in order to measure student’s progress in listening comprehension.

The authors discovered with the data obtained that though the film as LC materials seems to be too difficult to Japanese students observed, film material can be used simultaneously with other materials and appropriate exercises because films motivate students a lot to study. Also, it helps students to improve their listening comprehension ability.

Hwang (2005) whose objective was to demonstrate that “substantial input of authentic materials that are pegged to learners’ levels and interest increases naturally their sensitivity and competence in the target language”; In this study, the sample consisted of 180 college students of classical English Literature.

They were observed by their own teacher who is the author of this research. This author experimented with incorporating in her classes some materials as; reading /best-sellers and watching TV instead of EFL textbooks in Taiwan. As results, the author found that” after a few years of exposure and activation as such, her students feel empowered by being able to communicate in English on a greater variety of topics”. Therefore, the author asserts that when EFL education makes a foray into the dynamist of popular authentic materials, students will experience the power of being energized and they will see the effect of genuine communicative competence.

And the study done by Quiang, Hai., & Wolf (n. d) whose objective was to answer “ if movies can be beneficial in teaching English, why not utilize them to teach business English, culture, history, etc”?. The sample of this research was done with 500 Chinese students in various Shanghai universities.

The authors pre-screened the movie “Working Girl”, during the pre-screening they compiled a vocabulary list with words and phrases they believed might not be readily understood by their students. Next, they showed the movie to 3er year class of fifty business majors, but did not pre-teach any movie vocabulary, so more than half of the students dozed off, started chatting or playing games on their cell phones. The same occurred with other three groups. Therefore, they changed the method and gave another group a list with definitions, one week in advance of viewing the movie. As results, when this group viewed the movie no one

fell asleep, no one chatted and no one played cell phone games. They repeated the experiment using other movies, the results were similar.

In summary, the authors assert that “professional teachers who teach specific subjects simultaneously with teaching English can successfully utilize movies in the classroom”.

RESULTS

Qualitative Tabulation

Chart one: Type of supplementary material used to teach children

Variable	Indicators	Yes	No
Visual	Flash cards		
	power point presentation		
	maps		
	pictures		
	charts		
	handouts		
	posters		
	word cards		
	White/black board	✓	
Audio	Songs		
	dialogues		
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objetcs (toys,plants,fruit)	✓	
Online	websites		

Author: Mariana Samaniego A.

Source: 4th, 5th, and 6th classes.

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards																				
	power point presentations																				
	Maps																				
	Pictures																				
	Charts																				
	Handouts																				
	Posters																				
	word cards																				
white/black board	x	x					√	x	x	x											
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	documentaries																				
Online/Realia	objects (toys, plants, fruits)			√	x	√	x														
	Websites																				

Author: Mariana Samaniego A.

Source: 4th (9 years old approx.) class.

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards																				
	power point presentations																				
	Maps																				
	Pictures																				
	Charts																				
	Handouts																				
	Posters																				
	word cards																				
	white/black board	√	x	x	x	x	x	√	x	√	x	√	x	√	x	√	√			√	x
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	documentaries																				
Online	objects (toys, plants, fruits)																				
	Websites																				

Author : Mariana Samaniego A.

Source: 5th (10 years old approx.) class.

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards																				
	power point presentations																				
	Maps																				
	Pictures																				
	Charts																				
	Handouts																				
	Posters																				
	word cards																				
	white/black board	x	x					√	x	√	x	x	x	x	x	x	x	x	x	x	
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	documentaries																				
Online/Realia	objects (toys, plants, fruits)					√	x														
	Websites																				

Author : Mariana Samaniego A.

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

Quantitative tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4th grade (8 years old)	5th grade (9 years old)	6th grade (10 years old)	Total	Percentage
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	word cards					
	white/black board	3	9	7	19	86,36
Audio	songs					
	dialogues					
	stories					
	Tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)	2		1	3	13,63
Online	websites					
TOTAL		5	9	8	22	100%

Author: Mariana Samaniego A.

Source: 4th, 5th, 6th classes

Descriptive Analysis and Interpretation of Results

This part will cover qualitative and quantitative analysis of each material used at 4th, 5th, and 6th grades of Basic Education. The qualitative analysis will describe each material considering aspects such as pertinence, appropriateness, and quality of the material used in the observed classes. Additionally, considering that in each classes there are different learning styles and teachers should consider them in order to involve all students in learning, it will give a criterion concerning whether the teacher considered the learning styles in these classes. On the other hand, it was seen that the teachers used the board in the majority of the observed classes as supplementary material to the textbook. Only in three classes it was used a different supporting material as realia.

On the other side, the quantitative analysis will describe the variety of supplementary materials used in the observed classes and also the frequency for the use of these materials for each grade observed.

Qualitative Analysis

4th grade/8 years old

The Board

In most of the observed lessons the most used supplementary material was the board. It was also observed that the objectives of the lessons were not clearly defined. The teacher did not tell the students what the objective of the lesson was.

In lesson one the teacher introduced the theme, “Demonstrative Pronouns”.

The teacher used the board in order to write the demonstrative pronouns and their translations. In this lesson the teacher did not have a clear objective because when he was asked about it, he did not know what to answer.

However, as if the teacher wanted students to know about the theme proposed, but it was observed the use of the board was not adequate since the teacher did not use this material in an attractive way, he only used it to write words on it. He did not get students' attention; therefore, while the teacher was writing on the board, the students were doing other things. Consequently, the students could not know this topic clearly. Furthermore, to this respect, Celce (1988) claims that realia can be more effective to teach grammar structure as demonstrative pronouns. Moreover, since the teacher only made students write a list of words using the board, the board did not help students understand the new topic properly. Therefore, when the teacher asked them to do an exercise which consisted of making one sentence using the demonstrative pronouns, they could not do it. According to this, Brown (2001) argues that children attention spans will be short when they find that the material is boring, useless, or difficult. Therefore, activities should be designed with variety and or audiovisual aids.

In this lesson the board was in good condition centered into the classroom, and all the students could see what the teacher wrote on it. Moreover, the teacher used two different color markers in order to distinguish the demonstrative pronouns and its translations.

In lesson four, the teacher introduced the topic "The Numbers". He used the board in order to list the cardinal numbers in English.

The class's objective was to know the numbers from one to twenty. The use of the board was pertinent this time because it helped the teacher introduce the topic at an easier way. The children could develop knowledge easily with the use of the board.

Furthermore, Gower, Philips., & Walters (2005) assert “ visuals materials are effective to illustrate a new language item as vocabulary”.

However, when the teacher made students repeat each number written on the board, the students felt bored because some students repeated them, but others were distracted. Furthermore, considering this group of students seemed to be very active, this material was not appropriate because the teacher only made students copy the numbers. He did not use other activities in order to teach this topic. As a consequence, when the teacher asked students to do an exercise in the textbook in which they had to recognize the numbers, they could not do it. According to this, May (2003) mentions repetition may cause boredom and when people are bored they do not learn; thus, repetition should be linked student’s interest. Moreover, Scott & Ytreberg (n.d) say it is a good idea to ask pupils to read aloud to themselves while they are copying the words because it makes them connect the oral and written word. In addition, it is important to cite Scott & Ytreberg (n.d) who report that children enjoy learning language if it is presented to them through games and funny activities which involves them in learning.

At lesson four, the board was also in good conditions. Although, according to the observations it was clearly seen this material was not used at an interesting and creative way.

In lesson five, the teacher also worked with numbers. His lesson objective was to make students practice numbers to do written exercises in the book.

The teacher used the board to write the numbers and making students repeat them, but this material was not pertinent because it did not help the teacher catch the student’s attention and interest to introduce the topic.

It was clearly seen the students felt bored for much repetition. Consequently, they were distracted and undisciplined. To this respect, Scott & Ytreberg (n.d) say that “ words are not enough”.

These authors assert that in order to teach younger students a foreign language it is necessary to involve all their senses.

Furthermore, the teacher did not supplement the use of this material with other activities; therefore, the board did not help students understand the theme because when the teacher asked them to do the tasks in the book, one of which consisted on putting the name below each number, they could not do it. To this respect, Trujillo, Torrecillas., & Salvadores (n.d) suggest to complement the use of the board with printed handouts, OHP transparencies or computer presentations. Additionally, Renaud, Tannenbaum., & Phillip (2008) suggest planning a variety of activities considering the different learning styles- level – age and interests of the students can be useful and help with the discipline.

Moreover, it was noticed that the teacher used too much Spanish. He even used it to give the instructions. To this respect, Brown (2001) recommends that it has not to allow excessive use of the native language in order to teach beginners levels in EFL classes.

Additionally, according to the teacher this was a class with few resources, to this respect, Woodward (2001) suggests it results to work with classes of few resources bringing a lot of activities more than in a normal class, and making students develop all their senses in each lesson.

To conclude, at this occasion the board was also in good conditions, the class was small and all students could see it very well. However, this material was not relevant to the teacher’s objective proposed in this lesson.

Realia

In lesson two the teacher used the classroom's objects in order to make students write sentences using the demonstrative pronouns.

This material was adequate because it helped teacher show exercises using the demonstrative pronouns in an attractive way which helped to catch the student's attention and interest; therefore, the majority of the students had willingness to participate in the activity. Furthermore, Celce- Murcia (1988) asserts that realia is effective to teach demonstrative pronouns.

However, it was noticed that the students had not learned the vocabulary which they had to use; for example: chair, table, door, map etc. Consequently, they could not make the sentences. Besides, it was observed while some students and the teacher were doing the activity, the rest were doing other things.

In summary, the use of the classroom to make students practice the demonstrative pronouns was interesting because it provided variety.

However, it was clearly noticed the teacher did not consider the student's knowledge level in order to do this activity. For this reason the classroom used as realia was not appropriate for this lesson.

In lesson three the teacher used the classroom to make students practice the demonstrative pronouns using them into sentences though it was noticed this activity did not work in this lesson either.

The board was pertinent because it made students acquire knowledge about this topic easily because the students could look the objects used while the teacher was telling the sentences orally; also, this was adequate in order to explain the difference between the demonstrative pronouns "that- this".

However, this was not appropriate since the students had not learned yet the vocabulary either the verb “be” which they would use into the sentences. From this point of view, Saville- Troike (2006) suggests not being inflexible in subscribing to any instructional approach, and to recognize achievement on incremental progress.

To conclude, the use of realia was interesting according to the lesson’s topic. Moreover, it provided variety to the lesson.

However, taking into account the students’ knowledge level, which was necessary to make sentences using the demonstrative pronouns, this material was not adequate.

Learning styles

While recent years have seen the development of many learning styles very little research has examined the interaction between different learning styles and success second language acquisition. Furthermore, Lightbow & Spada (1999) claims that each student has a preferred way of absorbing, processing, and retaining new information and skills.

At this part, it will be questioned if the teacher considered learning styles in order to involve all his students in learning. At this point, it was clearly noticed the teacher did not consider the sequential learner who it is necessary to present information in small connected chunks, and the global learners that seem to understand slowly the learning process because the teacher did not include exercises which followed a sequence and were presented little by little during the lesson.

Additionally, regarding that the majority of the observed lessons consisted of the same format, patter, design, it was clearly seen the teacher did not take into account that there is the concrete learner who likes to vary activities and dislike

routines and written work. Consequently, these students were not interested for these lessons the majority time.

Furthermore, Shin (n.d.) suggests for teaching children to move from one activity to another, that is to move from quiet to noisy exercises, from listening to talking, from reading to writing activities; to do individual work or in pairs work; teamwork to whole class, or teacher- pupil to pupil- pupil activities.

In addition, Lightbow & Spada (1999) recommend varying the activities, task, and materials and not to show lessons which always consist of the same routines, patterns and formats can lead to higher levels of interest. Neither, the teacher gave opportunities to the reflective learners because he did not include activities which let them to think about the information presented because the observed teacher did not add learning experiences such as: dialogues or minidramas, writing exercises or question formulation exercises which would give the students opportunity for learning. Besides, Scott & Ytreberg (n.d) mention into the techniques in order to teach younger learners effectively the dialogues and questioning technique & logical thinking because these add listening and speaking practice.

5th grade/9 years old

The Board

In this class the teacher used the board as supplementary material in the majority of the observed lessons. For example; in lesson one, the theme proposed was “past simple of verbs”.

The teacher used the board to explain the grammar structure for writing a sentence in present tense and change it into past tense. His lesson’s objective was to make students know about past simple of verbs. This material was pertinent because

it was clearly noticed the board helped the teacher explain this theme in an easy way. Furthermore, it was observed this material helped the students recognize the simple present and simple past of the verbs because through it the students could know clearly how they write the simple past of the verbs in English. Moreover, Gower, Philips., & Walters (2005) claim that visual materials arousing interest and concentrate attention at the beginning of the lesson.

However, in spite of this material was pertinent, it was observed the board did not help teacher catch the students' concentration during all the lesson because it was noticed some of them were distracted doing others things while another students were writing on the board. Additionally, it was observed the teacher used much the target language to explain the theme, so the board used as supplementary material was not appropriate since it was clearly observed the majority of the students did not understand the topic properly. Consequently, when the teacher asked students to do complete a sentence using the simple past they could not do it. To this respect, Scott & Ytreberg (n.d) recommends teachers should use the L1 when it is necessary in order to young students understand difficult expressions.

Furthermore, according to Harmer (1991) children have short attention spans; therefore, they need frequent changes of activity in order to maintain their concentration. Additionally, Brown (2001) argues that in order to teach children the activities should be designed with variety and use sensory aids such as: smell flowers, touch of plans and fruits etc, or audiovisual aids.

In contrast, this material was enough big, and in good condition. The students could read what the teacher wrote from every corner of the classroom.

During lesson two, the teacher introduced the theme “past simple of verbs” his class's objective was to identify the simple past of verbs. At this occasion, the

teacher used the board in order to make students take a dictation of sentences in English using the past simple. However, it was observed, the use of the board was not adequate because it did not help the teacher fulfill his class's objective, since the students found the activity very difficult, they did not want to participate and preferred doing other things like talking with their fellows. To this respect, Brown (2001) argues that children attention spans will be short when they find that the material is difficult. Therefore, activities should be designed using sensory aids such as: smell flowers, touch of plants and fruits etc, or audiovisual aids.

Furthermore, using the board in order to take a dictation was not appropriate in this lesson. It was clearly seen that the majority of the students could not make the sentences because they did not know the vocabulary which the teacher used into the dictation. Moreover, this material did not motivate the participation in the students.

Additionally, the teacher did not use simple sentences in order to make this task easier. At this aspect, Brown (2001) suggests to do dictation it is necessary using simple vocabulary and structures according their level. Furthermore; Scott & Ytreberg (n.d) say dictation can be effective in this level if these are presented for young learners in a short way, are composed of sentences which you can say in one breath, have a purpose, and are connected to a work presented earlier.

Additionally, Renaud, Tannenbaum., & Phillip (2008) argue making activities which students are able to fulfill them; it will increase their confidence in themselves.

In contrast, the board was enough big, and in good condition. The students could read what the teacher wrote from every corner of the classroom.

At the third lesson, the teacher also worked with the theme "past simple of verbs". It was observed the teacher did not have a clear objective in his class. In

spite of this, it was noticed the teacher used the board in order to make students identify the simple past of verbs. In order to get it the teacher wrote on the board incomplete sentences which students had to complete using the simple past, but this material was not adequate because the students could not remember the past simple verbs easily, so they could not complete the activity.

Furthermore, it was also noticed the use of the board was not appropriate according to students' knowledge level since they could not understand the content of the sentences, the majority of the students could not do the activity, only a few of them got it. According to this, Brown (2001) recommends in this level using simple vocabulary and structures that are according to their level.

On the other hand, the board was in a good condition; the teacher used different colors of marker in order to make the different verbs bold.

At the fourth lesson, the teacher worked with the same topic "past simple of verbs". His class's objective was to identify the simple past.

At this occasion, the teacher used the majority of time the textbook for doing activities which consisted to complete sentences using the past simple, but he also used the board in order to write sentences which students had to complete using the past simple of verbs found in the textbook. In addition, it was noticed this material did was pertinent because it was observed the students could see and differentiate the past and present tense of the verbs without difficulty.

However, in spite the students recognized the present and past tense of the verbs, it was observed the majority of the students could not do the exercises proposed by the teacher because the teacher wrote sentences which the students had to read them and deduce with which verb complete them, but it was clearly noticed some students could deduce the answer, but other could not do it because they did

not understand the content of the sentences. To this respect, Renaud, Tannenbaum., & Phillip (2008) argue making activities which students are able to fulfill them; it will increase their confidence in themselves.

At this class the board was in good condition, the teacher wrote with legible handwriting .Though the class was larger, all of the students could see what the teacher wrote on the board.

In class five, the teacher worked with the theme “past simple of verbs”. His class’s objective was to make students recognize the past simple of the verbs. In order to get it, the teacher wrote incomplete sentences on the board which the students had to complete them using the simple past of the verbs. This material was pertinent since this material let the students participate and interchange each other knowledge about this topic, they could recognize the past of the verbs written on the board in a way easy. According to this, Gower, Philips., & Walters (2005) say that visual material help the associated language be memorable. However, the board did not help students to make the task easier. Since the students did not know the vocabulary used by the teacher, they could not do the activity which consisted to complete the exercises with the past simple.

Furthermore, it was observed these classes lacked of varied in the activities. Consequently, not all of the students had opportunity for learning. To this respect, Lightbow & Spada (1999) suggest in order to teach younger learners it us useful vary the activities, tasks, and materials and not to show lessons which always consist of the same routines, patterns and formats.

Similarly, at this lesson the board was a good condition, the teacher wrote with legible handwriting. Though, the class was larger, all of the students could see what the teacher wrote on the board.

In the sixth and seventh lesson, the students had to complete sentences on the board using the past simple. The teacher's objective was to help students recognize the past simple of the verbs. The material did have pertinence, since the teacher made some students write the simple of the verbs on the board, they could identify the past of the verbs easily. Seen from this point of view, Gower, Philips., & Walters (2005) say that visual material help make the associated language memorable. In addition, at these occasions; it was observed the students were willingness to participate at beginning of the lesson.

In contrast, this material was not appropriate according to their age since the teacher used the same format of activities which consisted in completing sentences with the simple past; consequently, some of the students had willingness to participate, but the majority of them not.

In addition, in the surveys done for the students at these lessons the students answered they would learn better the topic with graphics or photos, posters- videos, songs, websites etc. However, these materials were not used in any of the lessons. According to this, Lightbow & Spada (1999) suggest in order to teach younger learners it us useful vary the activities, task, and materials and not to show lessons which always consist of the same routines, patterns and formats.

At class eight, the theme was "past simple" the same as the earlier classes. Similarly at this occasion, the teacher used the board in order to make the students complete sentences using the simple past. Additionally, the teacher made students write the verbs on the board and draw a circle or a triangle in order to differentiate the regular verb vs. irregular verb. This material was adequate because through of this the students could recognize and differentiate the tense of the verbs using different forms to identify them. Moreover, it was noticed almost all of the students

could do the exercises proposed by the teacher; therefore, this material was also appropriate.

In addition, the board had an adequate condition and this material was used in an interesting way, as result, the students could learn easily.

Alternatively, at the tenth lesson, the teacher introduced the theme “Auxiliar Did”. His objective was to make students know about this theme. The teacher used the board in order to explain the grammar structure, he wrote on the board sentences in past tense, after he changed them into questions. It was observed this material helped the teacher explain in an easy way this topic, also, it was observed the board helped the teacher get the students’ interest at the beginning of the lesson. Therefore, the teacher could introduce the new topic properly. So, the board was pertinent. Besides, Gower, Philips., & Walters (2005) claim that visual materials arousing interest and concentrate attention at the beginning of the lesson.

However, the board did not help the students understand the topic because the teacher did not use it with varied activities; therefore, when the teacher asked students to work in the book with exercises which consisted to change sentences into questions, the majority of the students could not do it.

To this respect, Niky (2010) claims that “students can learn better when they are motivated properly through different teaching aids”. Furthermore, Huebener (1969) declares audio-visuals appeal to several senses so learning is more permanent. Besides, Klaus (2010) claims audio materials are useful because some students learn better if they are exposed to audio activities.

Additionally, it was observed the board was in good conditions. This material had an adequate size. Also, the teacher’s handwriting was legible. However,

it was noticed the teacher did not do any creative with it, he only used the board to write words.

Learning style

Felder (1995) asserts that “students learn in many ways- by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing”.

In the surveys carried out to the students it was noticed that the majority of them answered that they would learn better if the teacher teaches them with a great variety of supplementary materials such as: flash cards, songs, dialogues, websites, pictures, realia between another.

Furthermore, although the teacher answered in the survey about the use of supplementary materials that his students preferred the high technology materials such as: computer, DVD, cds, because they can use easily, it was observed his lessons did not include any these supporting materials, therefore, these lessons did not have variety. Furthermore, regarding that each student is a world, each one with a different way of absorbing, processing, and retaining new information, at these lessons was not considered the auditory learner because in any of the lessons the students were showed audio activities.

On the other hand, Shin (n.d) recommends individual/pairwok/groupwork/ whole class activities in order to teach at the primary levels. Additionally, Richards (1994) argues that there are people respond differently to learning situations for working independently, while others prefer working in a group, however, in the observed lessons it was noticed that teacher only used activities which consisted of individual work.

6th grade/10 years old

The Board

The teacher used in the most of the observed lessons the board as supplementary material. For instance, in lesson one the teacher introduced an attractive topic “How prepare a delicious omelet”. His class objective was to make students develop speaking skills using the new vocabulary; the teacher used the board in order to write the new vocabulary necessary. In order to get it, the teacher asked students to read a paragraph in order to make students find by themselves the new words, and next to make students practice with those words the speaking activity. However, it was observed the students could not make the activity because they did not understand the paragraph. Consequently, the students could not continue to make the speaking activity, so the use of this material was not adequate.

In addition, it was noticed that the board was not adequate according student’s knowledge level because it was clearly seen the students did not know the verbs found into the paragraph, therefore, the majority of the students could not make the reading activity.

Furthermore, the teacher’s activities were not varied; the teacher only used the board in order to write some words. Consequently, the students lose attention rapidly and were distracted the most of time. To this respect, Brown (2001) asserts that children attention spans will be short when they find that the material is boring, useless, or difficult. Therefore, activities should be designed with variety and use sensory aids or audiovisual aids.

In contrast, this material was in good condition and centered into the classroom, so, all of the students could look it clearly though the class was larger.

In lesson four, the teacher used the board in order to explain the topic “Present simple vs. present progressive”. His class objective was to make students differentiate the simple present vs. present progressive. First, the teacher made the students to look some pictures in the book and to read the sentences written on it, after, he wrote on the board sentences using the present and present progressive. This material was pertinent since this helped the teacher explain the grammar structure in an easy way and getting the students recognize the present progressive. Furthermore, it was observed that to children it is easier learn grammar structure with the help of a visual material. To this respect, Gower, Philips., & Walters (2005) say that visual material help make the associated language memorable.

Moreover, the teacher asked the students to take a dictation of sentences on the board using the present progressive. However, it was observed the students could not understand the topic yet because it was clearly seen the students had much confusion at that moment of making the exercises proposed by the teacher.

Furthermore, they could not take the dictation because they did not know some verbs which the teacher used into the sentences.

On the other hand, it was noticed the teacher used much repetition, he made students repeat the sentences written on the book much times, as results, the students lose concentration rapidly. According to this, Scott & Ytreberg (n. d) mention that variety in the activities plays an important role.

In lesson five, the teacher used the board in order to reinforce the topic “simple present vs. present continuous”. His class objective was to make students write sentences using the present continuous. The students had to take a dictation on the board, while other had to take it in their notebooks. It was clearly observed, this material was pertinent because the majority of the students could know the grammar

structure easily. Furthermore, Gower, Philips., & Walters (2005) assert that visuals materials often illustrate meaning more directly and quickly.

However, it was also observed the teacher did not consider the students' age and knowledge level because the teacher used sentences in which the students did not know some verbs. As a consequence, the majority of the students could not take the dictation. At this point, it is necessary mentions that Trujillo, Torrecillas., & Salvadores (n.d) say “ the link among the visual, the aural and the conceptual has to be worked out in the classroom, the teachers should use a variety of visuals resources to complement their writing”.

Furthermore, the teacher did not dictate simple sentences, but he dictated very complex sentences which students could not understand. Consequently, the students did not want to participate. According to this, Scott & Ytreberg (n. d) suggest dictations have to be presented for young learners in a short way, be composed of sentences which you can say in one breath. Moreover, Brown (2001) recommends in this level using simple vocabulary and structures that are according to their level.

On the other side, this material was enough big and new, so, the students could see what the teacher wrote on it clearly.

In lesson six, the teacher used the board in order to explain again the topic “simple present vs. present continuous”. His class objective was to make students reinforce this theme because he noticed they did not understand it completely. It was rare the teacher started the class talking about the simple present vs. present progressive, but after he finished talking about future time using “will”. He did not connect these themes.

It was noticeable the teacher did not have a clear objective. At this point, Renaud, Tannenbaum., & Phillip (2008) argue it is useful have an objective in each class; this will help students to understand the goals of each learning activity.

In addition, this material was not pertinent, since the board did not help students understand the topic clearly, the students yet continued to have much confusion about this topic. They seemed understand the theme, but with difficulty. As results, only a few students had willingness to participate.

Additionally, the teacher introduced the new theme using much the target language. He did not consider the student's level. Consequently, it was observed the students had confusion and they could not make the exercises successfully. To this respect, Scott (n. d) maintains teachers should use the L1 when it is necessary in order to young students understand difficult expressions.

To conclude, this material was in a good condition, although, it was not used in a creative way. We should remember that according to this, Trujillo, Torrecillas., & Salvadores (n.d) recommend the board is not only to write on, but stick things, project things, or draw on it.

In lesson seven and eight, the teacher used the board in order to make students write sentences using the topic" future times with will- will not". The students had to take a dictation on the board.

However, it was noticed the board was not pertinent at these lessons because the teacher did not used this material in a different way; he used it in order to make students take a dictation though the students could not understand the theme yet;, therefore, he could not get his class's objective which was to make the students write sentences using the grammar structure taught.

In this aspect, Scott & Ytreberg (n.d) report that children enjoy learning language if it is presented to them through games and funny activities which involves them in learning. Additionally, these authors claim that words not are enough in order to teach younger learners, it is necessary having plenty of objects and pictures to work with, and full use of school and its surroundings.

Furthermore, it was clearly observed that this material was not appropriate, the students seemed confused and frustrated because they did not understand the theme. As results, the majority of the students could not do the exercises without the teacher help.

It was clearly seen the use of the board did not help students to understand clearly the topic of the lesson. Consequently, they did not want to participate in the activities proposed by the teacher which consisted taking a dictation. According to this, Scott & Ytreberg (n. d) mention that variety in the activities plays an important role.

Furthermore, Renaud, Tannenbaum., & Phillip (2008) say planning a variety of activities considering the different learning styles- level – age and interests of the students can be useful.

In addition, these authors suggest adapt the material according the level, age and planning a variety of activities to appeal the majority of the students.

Moreover, it was noticed some students participated, but for the teacher's threats. At this aspect, it is necessary remember intrinsic motivation play an important role into learning. So, Harmer (1991) suggests that teachers should be supportive and encouraging rather than critical and destructive.

Additionally, Harmer (1991) asserts classroom overcrowded as this class can cause students de-motivation. Therefore, the teachers need to provide interesting and motivating lessons.

The board had good condition, but it seems to not be enough in order to teach children. At this aspect, Trujillo, Torrecillas., & Salvadores (n.d) suggest to complement the use of this type of material with printed handouts, OHP transparencies or computer presentations.

In lesson nine, the teacher used the board in order to explain again the theme “future times”. Though, the teacher noticed the students could not manage this theme with the activities which he proposed, he continued explaining this topic using the same design in the activities. That means, he made students take a dictation on the board, and his objective was that students write sentences using the future time.

Likewise, it was clearly observed the board was not pertinent because the teacher did not use it with different activities. He only used this material to write on it. Consequently, the students could not clear their confusion about the theme either the teacher get the class’s objective which was to make students write sentences using this grammar structure. Even the teacher took a test, in which was noticed that students yet did not understand the theme. Additionally, this material was not appropriate because it was observed the students could not distinguish when they use “will or will not” into sentences.

Furthermore, as this class was larger and multiple proficiency levels were found in it, the teacher did not consider the students’ age because he did not use varied techniques either other supplementary materials in order to help students

learn. Consequently, a few students had willingness to participate and other were distracted the majority of time.

In conclusion, the board used as supplementary material was adequate in order to teach grammar, furthermore; this material was good centered and had enough size. However, the teacher did not supplement the use of this material with other materials, it was clearly seen that only using the board did not help students understand properly the theme of the lesson.

Realia

The teacher used in the third lesson an omelet prepared at home in order to supplement the lesson “How prepare a delicious omelet”. His class objective was to add variety into the classroom and make the students telling the instructions of the omelet orally in order to develop speaking skills, this material was pertinent because it was observed the students felt motivated to make the activity; therefore, the majority of them brought with them the task. However, the students felt inhibited for participation.

Furthermore, it was noticed that students had to memorize a paragraph, but it seemed be very difficult for them because the majority of the students showed the omelet, but they did not want to make the speaking activity. Only a few of them did it.

The board did not help the students to memorize the theme. According to this, it is important to mention that Brown (2001) argues that children attention spans will be short when they find that the material is very difficult. Furthermore, Maniruzzaman (2008) declares that audio materials motive the students in the learning process, thus; these help the students acquire expected proficiency in the language skills especially in listening and speaking.

Additionally, it was observed that while some of the students were telling the instructions, another were distracted talking each other. It was clearly noticed, this material was not appropriate according their age. At this point, Moss (1999) recommends benefit from the audio- visual material which conveys information via sound and image because it makes students focus their attention on the topic.

To conclude, the material used as realia was interesting because the students made a different activity, however, it was clearly noticed this material did not help the students understand better the theme of the lesson neither facilitated the speaking activity proposed by the teacher.

Learning styles

It is common find different types of learners in larger classes such as this. However, the teacher did not consider that learner like to learn something until they hear it since that the teacher did not include in his lessons any audio activities. Or that like to work actively and with moving.

Neither, who like to work in a group, since the activities were only individual work and these always consisted of the same format and pattern. Furthermore, the activities proposed only made the students stay sitting the majority of the time.

On the other hand, there are learners who prefer avoid risks because of their introvert personality. However, the teacher was critical rather than supportive with this type of students. Also, he did not propose other activities in order to give these learners opportunity for learning easily. At this point, a Harmer (1991) claims extrinsic motivation may be affected by peer's criticizes, so teachers have to be more supportive than critical.

Furthermore, in these lessons it was not considered the learner who like spoken or written presentations added to visuals materials, neither the reflective learner who like having the opportunities to think about the information presented; for practicing exercise such as: brief writing exercises and question formulating exercises, because the teacher did not use these techniques or others together his visuals presentations.

Also, in these lessons, since the teacher explained only once the theme and at the next lesson, the students had to make the presentation already, that means, he did not give them time to understand the theme, it was clearly seen the teacher did not take into account that there are learners who seem to understand the learning process slowly.

Quantitative Analysis

This part of the research was carried out through an observation period in which the supplementary materials used in each class were analyzed; and through this analysis their frequency of use was determined. After that, their use was quantified with the rule of three and placed in the chart five provided by the university.

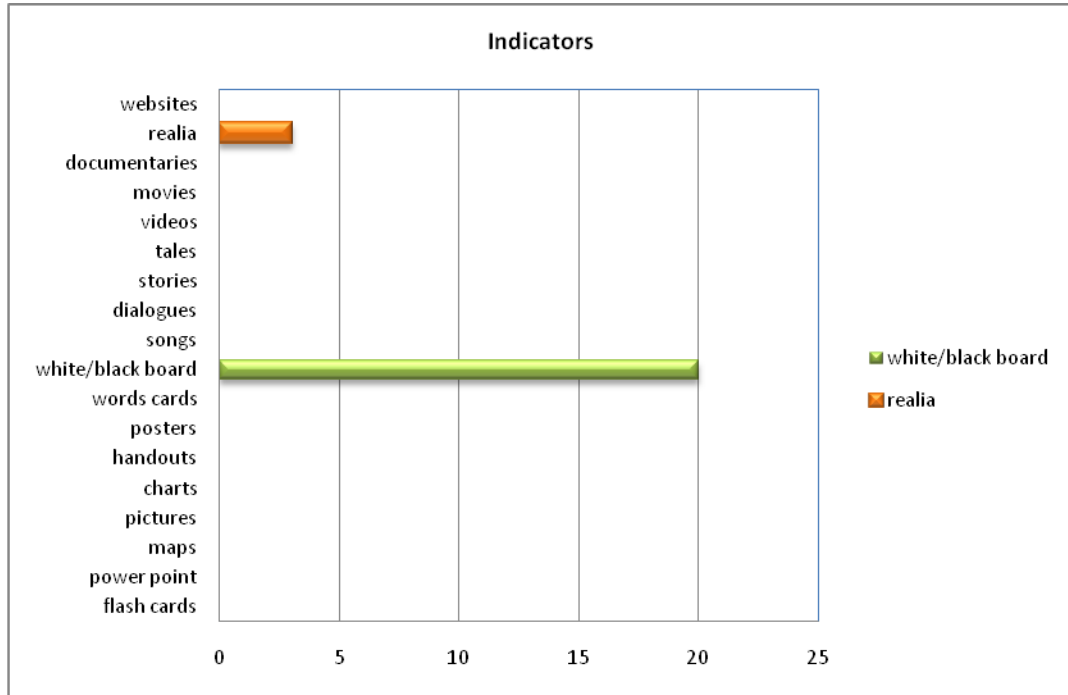
There were a great variety of supplementary materials proposed for the purpose of this research. They are materials such as: visuals, audio, audio-visual, realia- online. According to Trujillo, Torrecillas., & Salvadores (n.d) claim “the larger the number of different materials learners are provided with, the larger the possibilities all learners will find materials suitable to their learning objectives, cognitive styles and capacities”. However, during the observation it was noticed that in most of the observed classes, the board was used the most and the realia material was used in two occasions. This information will be demonstrated in figure 1 below.

It was clearly noticed that the teachers of these classes were limited to the use of varied supplementary materials because the board reached 86,96%, and the realia material the 13,04%. Although in the survey carried out, the students of class four, five and six answered that they preferred to be taught with varied materials such as: tales, films, realia materials as : toys-plants-fruits, songs, flash cards etc.

Furthermore, the teacher of the 4th class answered his students preferred flashcards because they can use it as they want it. However, the board was used in 3 lessons of the five observed.

In the rest of the observed lessons of class four the teacher used the book only in order to complement his lessons.

Figure1. Variety of the supplementary materials used.



Author: Mariana Samaniego

Source: 4th, 5th, 6th classes.

Consequently, it was clearly observed that these lessons lacked of variety. Therefore, the majority of the students were distracted and bored in almost all of the observed lessons.

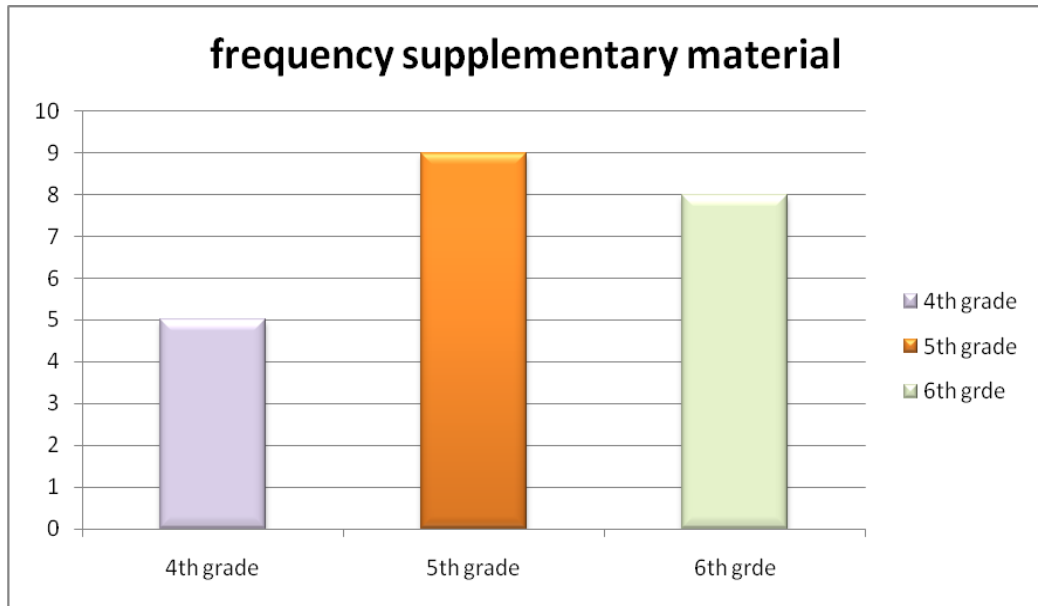
In addition, the teacher of classes 5 and 6 mentioned his students preferred the high technology materials such as: computer, dvd, cds, because his students can use them easily.

However , he used the board as supplementary material in 9 lessons from 10 observed in the 5th class and in the 6th class in 7 lessons , this information will be demonstrated in the figure 2 below. As a result, it was noticed the students' attitude was marked for the lack of interest and motivation.

Furthermore, the results of the teacher's survey of class four show that the teacher believes it is important in a 75% to use supplementary materials. Although, the statistic graphic of figure 2 demonstrates that in class four the supplementary materials were used in five lessons only.

Additionally, it was noticed that in the 5th class the teacher used the board during 9 lessons and in the sixth class during seven to explain the grammar structure most of the time. As a result, these lessons always consisted of the same format, pattern etc. Therefore, the majority of the students did not understand the lesson easily; neither had willingness to participate. Only a few of them did it.

Figure 2.



Author: Mariana Samaniego

Source: 4th, 5th, 6th classes.

Conclusions

- During the observation period, the observed schools did not use a variety of supplementary materials.
- The teachers used in most of the observed lessons the board and realia as supplementary materials.
- The kind of supplementary material mostly used was the board . This reached a 86% of use in the observed lessons. However, this was not used in a creative way in order teach the topic.
- The supporting materials used were pertinent according to the content because these helped the teacher to explain easily the new topic which in its majority was focused on grammar aspects .
- The supporting materials were not used in a appropriate way taking into account the student 's age and needs because the teachers did not consider that in order to get children learn it is important to use varied activities because the teacher only use the board in order to make students copy list of words.
- The quality of the supplemenatary material used was acceptable.
- The frequency of the use of the supplementary materials was meaningfully high because the supporting materials were used 22 times from 30 observed lessons.

Recommendations

- There are great English teachers among those who were observed in the schools; however, they need training for the use of the supplementary materials. These teachers should attend training courses in order to improve their abilities and consequently to be able to teach the English language in a better way.
- The teachers should use varied supplementary materials so that students understand and learn better.
- Teachers should remember that each student is a world, each one with a different way of learning, processing and retaining information. So, teachers should bring into the classroom a great variety of activities in order to get student attention and understanding. This will also motivate them to learn.
- Teachers should have very clear the lesson's objectives and plan the supporting materials in order to get those objectives.
- They should complement the use of board with other supporting materials in order to get the students success in the learning process.

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ANNEXES

Anexxe 1.

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

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

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

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Was it used appropriately in the relation to the topic of the class? yes__ no__ Why?

Was it used appropriately in the relation to the objectives of the class? yes__ no__ Why?

Was it used appropriately in the relation to the student's age? yes__ no__ Why?

Was it used appropriately in the relation to the student's level? yes__ no__ Why?

Was it elaborated and applied creatively and originality? yes__ no__ Why?

Were students motivated with the presented material? yes__ no__ Why and How?
(For example activities participation, awakes students' interest and curiosity)

How do you consider the quality of the used material?

Anexxe 2.

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

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

Anexxe 3.

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

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

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

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

What type of supplementary materials do your students prefer?

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

25% 50% 75% 90%

Why?
