



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
*La Universidad Católica de Loja*

ESCUELA DE CIENCIAS DE LA EDUCACIÓN

MENCIÓN INGLÉS

DISTANCE SYSTEM

**The use of supplementary materials in EFL classes:  
A comparative analysis of public and private high schools**

Research done in order to achieve  
Bachelor's Degree in  
Teaching  
English as a Foreign  
Language

**AUTHORS:**

Salvador Calero Eliza del Rocío  
Pizarro Pérez Ana Marianela

**ADVISOR:**

Mgs. Nesterenko Nina.

**MACHALA**  
2012

## CERTIFICATION

Mgs. Nina Nesterenko

CERTIFIES THAT:

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

Machala, March 2012.

---

Mgs. Nina Nesterenko

THESIS ADVISOR

## CONTRATO DE CESIÓN DE DERECHOS DE TESIS DE GRADO

Nosotros, Eliza del Rocío Salvador Calero y Ana Marianela Pizarro Pérez, declaramos ser autoras del presente trabajo y eximimos expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales, de posibles reclamos o acciones legales.

Adicionalmente, declaramos conocer y aceptar la disposición del Art. 67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que, en su parte pertinente, textualmente dice: “formar parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grados que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”.

---

Eliza del Rocío Salvador Calero

AUTORA

---

Ana Marianela Pizarro Pérez

AUTORA

## AUTHORSHIP

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

Machala, March 2012.

---

Eliza del Rocío Salvador Calero

AUTHOR

---

Ana Marianela Pizarro Pérez

AUTHOR

## ACKNOWLEDGEMENT

I dedicate the present work firstly to God, who gives me health and strength to go ahead; to my lovely parents who have given me their invaluable advices and unconditional support; to my dear husband and children who have been my inspiration fountain and have understood me all this time, to my advisor Nina Nesterenko, and finally, thanks everybody who has helped me to reach my goal.

All my love for them.

Ana Marianela Pizarro Pérez

## ACKNOWLEDGEMENT

I want to thanks firstly to God; to my parents, Bolivar and Flor; to my dear husband Mauricio and my children Mauricito and Diana Estefania; my advisor Nina Nesterenko and my best friend Jacky Bones, for helping me to go ahead in my life.

Thank you from the bottom of my heart.

Eliza del Rocío Salvador Calero

## Contents

Certification	i
Contrato de Cesión de Derechos de Tesis de Grado	ii
Authorship	iii
Acknowledgment	iv
Abstract.....	1
Introduction.....	2
Methodology.....	5
Discussion.....	7
Results.....	18
Descriptive, Analysis and Interpretation of Results...	30
Conclusions.....	87
Recommendations.....	89
References.....	91
Annexes.....	93

## Abstract

The present research determined the use and type of supplementary materials such as: visual audio, audiovisual, realia and online in EFL classes (English Foreign Language) with the purpose of comparing and verify the pertinence (related to the topic and objective) and appropriateness (student's age, level, needs and learning style). This research was done in two high schools from Machala city, one public and one private, including 30 observed classes: five classes in 8th grade, five classes in 9th grade and five classes in 10th grade of basic education, being fifteen classes in public and fifteen classes in Private high school. Students' age was eleven to fifteen years old. In this study we used the quantitative (Teachers and students' surveys) and qualitative methods (observed classes description). Based on these collected data and tabulated we did a comparative analysis between both high schools.

The main conclusion is that the visual materials were the most used in both high schools, which have played a significant role during the teaching learning process enhancing students in terms of motivation and interest.



## INTRODUCTION

Nowadays, English language teaching is in greater demand due to globalized world, there is a strong necessity for people to speak more than one language which helps to develop their knowledge in all fields such as education, business, and culture among others.

Therefore, it is an issue that has worried teachers through the times because we live in a country in which English is not mother tongue.

In fact, teachers have to face some complexity, and diversity of the components that make up this kind of work. Among them can be mentioned the socio-cultural, which is essential in the Educational context and environment in which foreign languages are taught and learned when taking decisions about teaching.

It is indispensable to high light the choice of appropriate methods and techniques which also play a very important role because educators are expected to use the most adequate ones along with resources applied in different contexts. All these integrated components contribute the success of teaching – learning process.

Besides, educators must apply and use appropriately a variety of aids and sources to create an effective environment to teaching-learning process in order to achieve their goals. This research also emphasizes the importance for EFL teachers to incorporate supplementary materials in their classes, which would provide an optimal support to develop their students' language

knowledge. so that teachers should considerate the use the supplementary materials according the topic and objective of the class (pertinence), in relation to the students' age, level, needs, and learning styles (appropriateness), and the quality of these materials.

There is a variety of supporting materials to choose such as: visual, audiovisual, realia, and websites among others; but some teachers are not using them appropriately or not using them at all, due to this matter the research was proposed on this topic in order to find out whether or not teachers are using supplementary materials, if they are used with pertinence, appropriateness and if they also considerate the quality of those materials.

Aforementioned, we present the topic of our research: The use of Supplementary materials in EFL classes: A Comparative Analysis of Public and Private High Schools.

The specific objectives that this research has described as follows:

- Identify and analyze supporting materials used in EFL public and private high schools.
- Describe and analyze each one of supplementary materials used in EFL classroom in terms of pertinence (content), appropriateness (students' needs), and quality.
- Determine the frequency and variety of the supplementary material used in the observed classes in public and private high schools.

In general we may state that proposed objectives were accomplished:

The supporting materials used in EFL class was identified and analyzed.

Each one of supplementary materials used in EFL classroom were described and analyzed in terms of pertinence and quality.

The frequency and variety of the supplementary material used in the observed class was determined in both as in private as in public high schools.

The use of supplementary materials in the EFL classes plays a very important role during the process of different phases of the language acquisition. These materials provide EFL teacher significant support, facilitating this process, enhance learners in terms of motivation and interest. At the same time, the material develops student's language knowledge and skills according to their styles and needs.

There are studies that have been done in other countries as United States, Iran, Costa Rica; but most of them in Taiwan, as "The study about the impact of the supplementary reading vocabulary acquisition and retention with EFL learners", "A case study in the application of authentic texts materials", "Teaching EFL to the Generation: A Survey of Using YouTube as Supplementary Material with College EFL Students".

In our research we determined that the main beneficiaries will be students , teachers and the Institution because through it, the investigator will awake teachers' interest in using adequate materials to have interesting and motivating classes, facilitating the teaching learning process.

During the research process we faced only one limitation. It was delay in getting official authorization of a Principal high school to observe classes.

## Methodology

To start with this research was necessary to look for information in different sources such as: books, journals, web pages and some studies related with the use of supplementary materials in EFL classes.

First of all this research was developed in two High Schools from Machala city, one Public and one Private, and it was done from October 19<sup>th</sup> to October 25<sup>th</sup> 2010. After that, we visited the principals of both high schools to get the corresponding authorization in order to observe five classes in eighth, five in ninth and five classes in tenth grade of basic education in both High Schools; thirty classes in total were selected for this study.

Regarding the sampling taken into consideration, an average of students' age was between eleven and fifteen years old and also taken from eighth to tenth grade, the students of public high school were mixed; meanwhile, in private high school students were female.

Next, we had to observe the classes while the teachers were developing the different phases of teaching-learning process, and we focused on especially in the use of some variables of the supplementary such as: visual, audio, audiovisual, realia and on-line.

In this research we used the quantitative ( surveys applied to teachers and students ) and qualitative (observed classes description) At the end of the class students were given questionnaires which were distributed in this way: five per 8<sup>th</sup> grade, five per 9<sup>th</sup> grade and five per 10<sup>th</sup> grade being fifteen

questionnaires in the Public High School and similarly fifteen in the Private High School, (questions 1-6 on the questionnaire; see in Annex 15) the same time, teachers of these classes were administered questionnaires (questions 1-5; see annex 16) in order to know about the use and types of supplementary materials applied during the class. The period of class was of forty five minutes, and other occasions were of ninety minutes at the Private High School, at the same way in the Public High School.

After having gathered information of both High Schools, we elaborated the qualitative and quantitative charts, in which were tabulated collected data about the use the supplementary materials to determine the variety, frequency and if they were use with pertinence and appropriateness during the EFL classes. Thus, we could compare the obtained results between the Public and Private High Schools.

Based on these collected data and tabulated and with our criterion clearer ,taking into consideration the support scientific from literature review we did a descriptive analysis and interpretation of this results taking into consideration the scientific support from literature review.

Finally, we did the conclusions based on the evidence presented of the findings of our research report, and elaborated the recommendations related with the conclusions and taking into consideration the acquired knowledge during our studies and teaching practice.

## Discussion

### Literature Review

Today English is so widely used as an international language that most parents want their children to learn it. People are aware of the importance to learn English because it is the most spoken language around of the world, especially when they have to work on computers, business or general international communication. English learning has become very important and necessary for success in adult life for those reasons. Therefore, educators have the responsibility for students' learning, and this process may take place in a private and public high school or other learning environment. Every day, the use of new strategies and techniques for teaching English is becoming of great significance.

In the book *History of English Language Teaching*, Thanasoulas (2002), mentioned that the English language teaching tradition has been subjected to tremendous changes, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced in various adaptations, in language classrooms all around the world for centuries. There are some milestones in the development of teaching languages by selecting and implementing the optimal methods and techniques for language teaching and learning.

For this research the supplementary materials were used and classified into five variables: visual, audiovisual, audio, realia, and online.

There are previous studies which have been done in countries as: The United States, Iran, Taiwan, Ireland, Japan; most of them have been developed in Taiwan.

The variables that were taken into consideration for the present research are: 1) Visual: that contained flash cards, power point presentation, maps pictures, charts, hand outs, posters, word cards, white black board, and work book. 2) Audio: songs, dialogues, stories, tales, cd stereo. 3) Audio visual: videos, movies, documentaries. 4) Realia: objects such as toys, plants, fruits. 5) Online, websites.

#### Learners

Hill (2002) suggested that “learning occurs when experience causes a relatively permanent change in an individual knowledge or behavior. The change may be deliberate or unintentional, for better or for worse, correct or incorrect, and conscious or unconscious”.

According to Woolfolk (2004), “changes resulting from learning are in the individual’s knowledge or behavior”. Changes simply caused by maturation, such as growing taller or turning gray, do not qualify as learning. Temporary changes resulting from illness, fatigue, or hunger are also excluded from a general definition of learning.

Also Krashen (1982) stated that “second language acquisition is concerned with the study of the way in which an individual becomes able to use one or more language”, different from his or her first language. This process can take place in a natural setting or through formal classroom

instruction, and, although the degree of proficiency that can be attained is a controversial topic, it can start at childhood or during the adult age.

Age: Children, adolescents and adults

Woolfolk (2004) in her book “Psychological Education” said that “many people think that children are natural learners of a foreign language –which they can learn quickly and easily”. They point to foreign children in the community who have learned the language much more quickly than their parents. However, anyone who has taught 6-8 years old students will know this is only half true: they do pick up language quickly –but they do often forget it equally quickly. Perhaps this occurs because a young child learns many new things every day, and has many new experiences. Only the important things are remembered. A child coming to live in a foreign country has a practical need to learn the language quickly, in order to make friends and communicate.

Learner Differences

In this regard, the Firat University Journal of Social Sciences makes a statement upon learner’s age, pointing it as an important factor affecting the process of second language acquisition. Also, the study indicated that students differ in intelligence, socioeconomic status, culture and gender, each of them influences learning.

Additionally, according to the study performed by Firat University, students learn in many ways –by watching and hearing, reflecting and acting, reasoning logically and intuitively, memorizing and visualizing.



Teachers, in private and public high schools as well, have applied suggestions made in a study developed at the Firat University, as to prepare supplementary materials according to students' age; although teachers do not use these materials in an unconscious way, they taught their students by watching and hearing, reasoning, logically and intuitively memorizing and visualizing.

### *Disabilities and Handicaps.*

It is important to mention the fact about handicapped students. The appropriated techniques and methods should be used in the class. Hardman, Drew, & Egan (2004) said that "A disability is just what the word implies –an inability to do something specific such as see or walk. A handicap is a disadvantage in certain situations. Some disabilities lead to handicaps, but not in all contexts".

Some teachers do not take into account with a student's disabilities as difficulty to see. They are seated down at the back in their classrooms being this way a difficult situation for students.

### Motivation

Goleman (1995), the founder of Emotional Intelligence, defined motivation as an internal state that arouses, directs and maintains behavior, and also as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship".

During the last forty years, researchers have studied student motivation and have learned a great deal about: what moves students to learn and the

quantity and quality of the effort they invest; what choices students make; what makes them persist in the face of hardship; how student motivation is affected by teacher practices and peer behavior; how motivation develops; how the school environment affects it.

In the present research it was observed that teachers do not take into consideration the use of some resources such as extrinsic motivation tools like: hugs, nice motivational phrases, stickers, no homework. Although they were motivated with the class and students acted perfectly neither received extra credits.

### Learning Styles

The ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's learning style. These general global or analytic approaches, together with auditory or visual aids- are used by students and teachers in acquiring a new language or in learning any other subject that is why it is important to use the same approaches for teaching a foreign language. Gardner (1993) as multiple intelligences; eight different types: linguistic, logical mathematical, spatial, musical, bodily/kinesthetic, interpersonal, intrapersonal and naturalist. These styles are, according to Cornett (1983) the overall patterns that give general direction to learning behavior. Ehrman and Oxford (2003) in *Learning Styles & Strategies* cited four dimensions of learning styles that are: likely to be among the most strongly associated with foreign language learning: sensory preferences, personality types, desired degree of generality, and biological differences.

In contrast, Salcedo (1996) stated that auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. Then, it is concluded that “music and songs give a benefic and positive effect for the Listening classroom”.

According to Carl Jung (1967), another style aspect that is important for foreign language learning “education is that of personality type, which consists of four strands: extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving. Personality type (often called psychological type) is a construct based on the work of psychologist”.

Thinking learners are oriented toward the stark truth, even if it hurts some people’s feelings. They want to be viewed as competent and do not tend to offer praise easily – even though they might secretly desire to be praised themselves. Sometimes they seem detached. In comparison, feeling learners value other people in very personal ways. They show empathy and compassion through words, not just behaviors, and say whatever is needed to smooth over difficult situations. Hence Ehrman & Oxford (1990) said: “though they often wear their hearts on their sleeves, they want to be respected for personal contributions and hard work”.

Biological factors, such as biorhythms, sustenance, and location are also related to differences in foreign language learning style.

Teaching Techniques

Teaching methods can be defined as the types of principles and methods used for instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation, demonstration, recitation, and memorization are some of the teaching methods being used. Palmer and Parker (2004) indicated that “when a teacher is deciding on their method, they need to be flexible and willing to adjust their style according to their students. Student success in the classroom is largely based on effective teaching methods”.

### Teaching Adolescents

Content area teachers face the challenge of growing numbers of second language learners in their mainstream subject area classrooms. In addition to the increasing language learner population; Caprini (2007) mentioned that “many secondary level English as a second language (ESL) students have had interrupted formal education and lack the academic and literacy skills necessary to engage with text in the context of English or Social Studies classes”.

### Different Teaching Contexts

The Language and the EFL course by Brenes Navas (2006) stated that the Language lab could be used as any other teaching aid. It must include digital material instead of traditional listening exercises. Nowadays, the teacher combines techniques and procedures from different methods and approaches.

In a research of Ylanne, S. (2006) stated that there were variation in student and teacher-focused approaches across disciplines and across

teaching contexts. Discipline showed to have an effect on approaches to teaching and also discipline was also related to teacher's interest in achieving their aims.

### Supplementary Material

Definition: According to the aesharenet.com glossary, supplementary material is substantial additional work which appends, incorporates, is appended to, or is incorporated into, the original Material, but which has some capacity to entertain or inform independently of the original Material. Also, it can be defined as an extra support resource to enrich students' knowledge through extra practice. Students are focused to specific purpose, regarding to needs to be approached, improving teaching – learning process.

Spratt (2005) explains that the supplementary materials can be defined as “books and other materials used in addition to the course book”. That is, supplementary materials are any resource (no matter the format) that complements the teachers' work. These are the sources which provide information concerned with the language and teaching process. Within these resources there is one specific type called “reference materials”, whose main objective is to serve as reference and provide with help about the language, for example, dictionaries, grammar books, etc; and those which provide with ideas to understand the process of teaching and learning.

*Visual, audio, audiovisual, realia, online*

Also Spratt (2005) said: “teaching aids can be defined as any resource and equipment available in the classroom”. Examples of these aids are cassettes recorders, CD players, video recorders, visual aids, realia, etc.

Several book editors are providing, along with course books, all the necessary audiovisual materials the teacher may possibly require for the performance of the EFL class.

Moreover, there are instructions, souvenirs, cartoons, newspaper, magazines, internet article, money stamps, tickets, receipts, etc. They are authentic materials which help teachers provide opportunities to use real communication material related to foreign language culture.

In the study “Adopting supplementary material to enhance speaking strategies use by Taiwanese college EFL learners”, by Shu-Mei Chwo, G., Jonas, A., Tsai, C. and Chuang, C. (2010); supplementary materials applied into their target non-major English Listening and Speaking classes promoted students’ language skills. For a future pedagogical implication, a variety of supplementary materials can be encouraged in English speaking and listening courses besides standard syllabus, to enhance strategy use and facilitate learning results.

According to Flanagan and Calandro (2005); “teachers and learners are incorporating podcast as supplementary materials to engage learners and advance beyond the text books”. Kelsen (2002) in his “Teaching to Generation: a survey using YouTube as a supplementary material with college EFL students in Taiwan” concluded that “teachers and students can be involved in incorporating the YouTube in different types of classroom activities, and create a positive environment to motivate students to use YouTube videos like a tool to study English outside the classroom”.

Nowadays, the role of computer has changed from facilitating of learning into active learning. In fact, the effectiveness of learning is best achieved through the construction of learners internal reflection and thinking; due to the external multimedia stimulus which should be able to activate learners in to engagement of constructing their own mental entities representations and concepts.

From the study made by Darhmardeh (2009) as to Communicative text books: “English language text books in Iranian secondary school, it provides extensive description of reading material used in class and presents patterns for analysis which can be applied in our proposed topic”.

Salcedo (2002) proposes that “music provides academic reinforcement and that musical experience in early childhood is mutually beneficial for learning musical skills and language skills”, within her study the effects of songs in the foreign language classroom on text recall and involuntary mental rehearsal.

In this research it was observed that teachers do not use music as a supplementary material. Thus, those students do not improve significantly listening and speaking, being this the most important complement for communication.

New technology advancement offers opportunities to integrate online materials in EFL classes to become more effective and meaningful, which develop the multimedia capabilities inside and outside of the classroom, according to teaching EFL to the generation: A survey using YOUTUBE as supplementary material with college EFL students in Taiwan.

However, in Ecuador, especially in Machala, such technology is just getting into classrooms. Despite Ecuadorian government is doing its best to get education and turn it into Millennium Education. Public education is getting prepared to be introduced to these kinds of supplementary materials, as well as teachers are yet preparing to work with those materials.

In the study “The language laboratory and the EFL course”, performed by Navas (2006) said that the teacher must include creative and interesting techniques designed for language lab sessions. Guevara and Gutierrez (2003) pointed out the importance of preparing more supplementary material focused on listening activities, complement the textbooks and considerate the advantage of the lab resources.

Strategy use can be instrumental to promote language proficiency or enhance by purposed designed instruction. Also, adapting supplementary materials into existing textbooks can promote speaking and listening proficiency, as indicated in “Adopting supplementary material to enhance Listening and Speaking Strategies use by Taiwanese college EFL learners”, by Shu-Mei Chwo, G., Jonas, A., Tsai, C. & Chuang, C., (2010).



## Results

### Qualitative Tabulation

**Chart One:** Type of supplementary material used in Public high school.

VARIABLE	INDICATORS	YES	NO
VISUAL	Flash cards		
	Power point presentations		X
	Maps		X
	Pictures		
	Charts		X
	Handouts		X
	Posters		X
	Word cards		X
	White / black board		
AUDIO	Songs		X
	Dialogues		
	Stories		X
	Tales		X
AUDIOVISUAL	Videos		X
	Movies		X
	Documentaries		X
REALIA	Objects (toys, plants, fruits)		X
ONLINE	Websites		X

**Author:** Pizarro Marianela / Eliza Salvador Calero.

**Source:** 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades

**Chart Two:** Type of supplementary material used in Private high school.

VARIABLE	INDICATORS	YES	NO
VISUAL	Flash cards	✓	
	Power point presentations		X
	Maps	✓	
	Pictures	✓	
	Charts	✓	
	Handouts	✓	
	Posters	✓	
	Word cards	✓	
	White / black board	✓	
	Workbook	✓	
AUDIO	Songs	✓	
	Dialogues	✓	
	Stories		X
	Tales		X
	CD Stereo	✓	
AUDIOVISUAL	Videos		X
	Movies		X
	Documentaries		X
REALIA	Objects (toys, plants, fruits)	✓	
ONLINE	Websites		X

**Author:** Pizarro Marianela / Eliza Salvador Calero.

**Source:** 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades

**Chart Three:** Pertinence and Appropriateness of the supplementary material used in public high schools.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		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										
	Dialogue										
	Stories										
	Tales										
	Cd/ stereo										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:** Pizarro Marianela / Eliza Salvador Calero.

**Source:** 8<sup>th</sup> grade

**Chart Four:** Pertinence and Appropriateness of the supplementary material used in public high schools.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		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										
	Dialogue					✓	✓	✓	✓		
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:** Pizarro Marianela / Eliza Salvador Calero.

**Source:** 9<sup>th</sup> grade

**Chart Five:** Pertinence and Appropriateness of the supplementary material used in public high schools.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		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										
	Dialogue										
	Stories										
	Tales										
	Stereo										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:** Pizarro Marianela/ Eliza Salvador Calero.

**Source:** 10<sup>th</sup> grade

**Chart Six:** Pertinence and Appropriateness of the supplementary material used in private high schools.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
	Flash cards										
	Power point presentations										
	Maps	√	√								
	Pictures										
	Charts										
	Handouts										
	Posters			√	√						
	Word cards					√	√				
	White/black board	√	√	√	√	√	√	√	√	√	√
	Work book										
Audio	Songs										
	Dialogue	√	√					√	√		
	Stories										
	Tales										
	Cd/stereo							√	√		
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:** Pizarro Marianela/ Salvador Calero Eliza.

**Source:** 8<sup>th</sup> grade

**Chart Seven:** Pertinence and Appropriateness of the supplementary material used in private high schools.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		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	√	√	√	√					√	√
Workbook					√	√					
Audio	Songs							√	√		
	Dialogue										
	Stories										
	Tales										
	Cd/ stereo										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:** Pizarro Marianela/ Eliza Salvador Calero.

**Source:** 9<sup>th</sup> grade

**Chart Eight:** Pertinence and Appropriateness of the supplementary material used in private high schools.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		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					√	√				
Workbook									√	√	
Audio	Songs										
	Dialogue							√	√		
	Stories										
	Tales										
	Cd			√	√						
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)	√	√								
Online	Websites										

**Author:** Pizarro Marianela/ Eliza Salvador Calero.

**Source:** 10<sup>th</sup> grade



## Quantitative tabulation

**Chart Nine:** Frequency of use of supplementary material in 8<sup>th</sup> grade

Variable	Indicators	Public		Private	
		F	%	F	%
Visual	Flash cards		0,00%		0,00%
	Power point presentations		0,00%		0,00%
	Maps		0,00%	1	9,09%
	Pictures	1	16,67%		0,00%
	Charts		0,00%		0,00%
	Handouts		0,00%		0,00%
	Posters		0,00%	1	9,09%
	Word cards		0,00%	1	9,09%
	White/black board	5	83,33%	4	36,36%
	Workbook		0,00%	1	9,09%
	Audio	Songs		0,00%	
Dialogue--			0,00%	2	18,18%
Stories			0,00%		0,00%
Tales			0,00%		0,00%
Cd/ stereo			0,00%	1	9,09%
Audiovisual	Videos		0,00%		0,00%
	Movies		0,00%		0,00%
	Documentaries		0,00%		0,00%
Realia	Objects (toys, plants, fruits)		0,00%		0,00%
Online	Websites		0,00%		0,00%
<b>TOTAL</b>		<b>6</b>	<b>100,00%</b>	<b>11</b>	<b>100%</b>

**Author:** Pizarro Marianela/ Eliza Salvador Calero.

**Chart Ten:** Frequency of use of supplementary material in 9<sup>th</sup> grade

Variable	Indicators	Public		Private	
		F	%	F	%
Visual	Flash cards	1	11,11%	1	11,11%
	Power point presentations		0,00%		0,00%
	Maps		0,00%		0,00%
	Pictures	1	11,11%	1	11,11%
	Charts		0,00%		0,00%
	Handouts		0,00%	2	22,22%
	Posters		0,00%		0,00%
	Word cards		0,00%		0,00%
	White/black board	5	55,56%	3	33,33%
	Workbook		0,00%	1	11,11%
	Audio	Songs		0,00%	1
Dialogue		2	22,22%		0,00%
Stories			0,00%		0,00%
Tales			0,00%		0,00%
Cd/ stereo			0,00%		0,00%
Audiovisual	Videos		0,00%		0,00%
	Movies		0,00%		0,00%
	Documentaries		0,00%		0,00%
Realia	Objects (toys, plants, fruits)		0,00%		0,00%
Online	Websites		0,00%		0,00%
<b>TOTAL</b>		<b>9</b>	<b>100,00%</b>	<b>9</b>	<b>100%</b>

**Author:** Pizarro Marianela/ Eliza Salvador Calero.

**Chart Eleven:** Frequency of use of supplementary material in 10<sup>th</sup> grade

Variable	Indicators	Public		Private	
		F	%	F	%
Visual	Flash cards		0,00%		0,00%
	Power point presentations		0,00%		0,00%
	Maps		0,00%		0,00%
	Pictures		0,00%	1	11,11%
	Charts		0,00%	1	11,11%
	Handouts		0,00%	1	11,11%
	Posters		0,00%	1	11,11%
	Word cards		0,00%		0,00%
	White/black board	4	100,00%	1	11,11%
	Workbook		0,00%	1	11,11%
	Audio	Songs		0,00%	
Dialogue			0,00%	1	11,11%
Stories			0,00%		0,00%
Tales			0,00%		0,00%
Cd			0,00%	1	11,11%
Audiovisual	Videos		0,00%		0,00%
	Movies		0,00%		0,00%
	Documentaries		0,00%		0,00%
Realia	Objects (toys, plants, fruits)		0,00%	1	11,11%
Online	Websites		0,00%		0,00%
<b>TOTAL</b>		<b>4</b>	<b>100,00%</b>	<b>9</b>	<b>100%</b>

**Author:** Pizarro Marianela/ Eliza Salvador Calero.

**Chart Twelve:**

<b>Grades</b>	<b>Public (f)</b>	<b>Private (f)</b>
8 <sup>th</sup>	6	11
9 <sup>th</sup>	9	9
10 <sup>th</sup>	4	9
<b>TOTAL</b>	<b>19</b>	<b>29</b>

**Author:** Pizarro Marianela/ Eliza Salvador Calero.

## Descriptive Analysis and Interpretation of Results

### Qualitative Analysis

#### Public high school

After observation of fifteen classes in a Public High School we can say that educators did not use enough supplementary materials to support their explanation during the classes. The most frequently used aid was the white board.

#### *8<sup>th</sup> Grade*

##### *Pictures*

This is a visual supplementary material; it arises the students interest and motivation.

This material was used only one day of the five observed classes, and it was done on second day of the class. The topic was *More occupations* and the objective was *To speak and to write about some professions*. Teacher showed one picture about people working and the places where they work.

The class was performed in 90 minutes teacher asked students to look at the pictures and asked them about what they saw. First of all teacher did seven groups of five students in each one. Pictures were cut from magazines that students have had carried from their houses; students spent some time in that process, and then they had to match pictures from other students about possible places where they can work. For example one student had a picture about a nurse and other student had a hospital's picture so they matched the place with the worker. The activity was funny for the students

because the class was interactive. Students' age was between eleven and twelve years old.

Learners used an easy and simple vocabulary that teacher had previous written on the whiteboard and the material prepared was according to their level and the objective too because students had previous knowledge about vocabulary, besides the pictures were in perfect conditions, quality and size. They were clear and easy to understand for the students during the teacher's class exposition.

#### *White board*

This is a static visual material; it is used by the teachers and the students as well. Whiteboard are common though more expensive than chalkboards. Special pens are used. White boards are easier to keep clean than chalkboards.

Teacher used white board during the five classes that we observed.

On the first day teacher wrote the topic on the board about *Occupations*, the objective was *To know about occupations and to use simple present tense*. Teacher wrote "am-are-is" also he wrote "personal pronouns", then he explained and conjugated those forms, indeed teacher did a review about conjugation of the verb "to be" that already he had taught in previous class. Teacher asked students to write some sentences on the board using the "verb to be" in present tense using "am- are-is". They enjoyed that activity because teacher played a game called "tingo tango" that is student that had a marker in the moment when they heard the word tango, had to go to the board and write any sentence using verb "to be" and present simple those examples were

like “She is a nurse” “He is a doctor” and so on; while the game was performed students that were sitting only watched the exercises that their classmate wrote on the board, and according to the game students took turns for writing more sentences on the board. That activity was not a punishment, actually students enjoyed it. The class was developed according to the topic and the objective, the class had a duration of 45 minutes and teacher used the white board in an appropriately way because teacher encouraged students to use different colors of markers for emphasizing the grammar activity, that was without doubt the pith of the class. In addition learners used basic vocabulary according to their knowledge; furthermore white board was used according to the students’ level too.

Students’ age was between eleven and twelve years old, the material was used in a correct way, because teacher used different colors of markers for visualizing and distinguishes the verb “to be”, this way the board looked very nice and called the students’ attention.

On the second day, teacher wrote the topic of the lesson. It was *More occupations* and the objective of that class was *To speak and to write about some professions*. Teacher talked about some professions and wrote on the board the verb “to be” (am-are-is) in present tense; the sentences were simple, students used pictures for matching and build sentences.

Sentences were like “He is a doctor” and “He works in a hospital” besides students wrote some sentences on the board using pictures that they had pasted on the board. Students worked in seven groups of five students in each one. Groups of students took turns for writing more sentences on the

board using their pictures and their own imagination, the class lasted forty five minutes. The board was used in a correct way because it was well organized and its space was appropriately and well distributed. To clarify the examples teacher encouraged to students to use different colors of markers for focus in the verb “to be”.

Students’ age was between eleven and twelve years old. The activity was according to the student’s level because they understood the instructions of the class easily and the vocabulary used was simple. The white board was used with pertinence because teacher invited students to use the board since the middle of it to down so students did not had trouble with altitude.

The class was developed according to the topic and the objective of the class. Although the class lasted ninety minutes they almost did not finish with the groups because they had many examples to write, and all students wanted to participate in the activity.

On the third day, the teacher wrote the topic on the board. It was *Work and work places*. And the objective was *To understand where people work*. In that day teacher used the board for writing some places where people can work, and students had to match professions with places. He wrote some examples like “Teachers work in the school”, “Doctors work in the park”, so Students had to put a check mark in the correct sentences. Other students wrote similar sentences for their partners and they had to check if they were correct or not. The white board was according to their proficiency and level because the sentences on the board were clear and easy to understand



because the markers used were in perfect condition; the board was clean and well organized.

Students' age was between eleven and twelve years old.

On the fourth day, the teacher wrote the topic on the board. It was *where do they work?* The objective was *To be able to recognize where is the place that each professional can apply their job.*

In that day teacher used the board to continue with the activity started the day before. He wrote on the board occupations like “doctors, electrician, and housewife” and wrote sentence like “doctors work in the hospital” as a warm up. Teacher ask to voluntary to underline the word that denote “occupation”, students then remained some occupations and took turns for writing some sentences, after that other student underlined the words related to occupations too. As teacher as students used another color of marker for that activity, and at the same time the rest of the students re-wrote in their note books those sentences that their partners had written on the board. Students were allowed enough time for that activity, teacher walked around the class monitoring students work, and helping when he considered necessary.

The activity was developed in normal situation and students were motivated, with the class, students really enjoyed writing on the board especially when they use different color of markers to focus on the objective of the class.

White board was according to their level, and students understood the activity they also were motivated all the time. Students' age was between eleven and twelve years old.

The quality of the white board was excellent, and it was well located in the classroom, and teacher used it in an organized way.

On the fifth day, first of all, teacher wrote the topic on the board. It was *What does your father do?* The objective was *To develop writing skills*, then he copied the heading on the board, teacher told to the students to complete the information about four people in their family, teacher gave students an example like “Hello I am Carlos. I am 34. I am a teacher. I live in Machala. Then teacher allowed students enough time to do that task, five students went to the board to write information about members of their family, and others five students wrote down those information, questions related to what does your sister do?, and others five students tried to write answers for those questions.

Students copied all the information from the white board to their notebooks while teacher was walking around the class monitoring students work.

The white board was used in appropriate way, the activity was easy to understand because teacher told students to let a little bit of space on the board for making questions next to each information. Thus, students practiced writing on the board, as a result the objective of the class was complied.

Students were between eleven and twelve years old, they were motivated writing on the board.

The white board was clean, in good conditions, and well organized to understand the activity on it.

*Learning styles*

In eight grade of public school students were between eleven and twelve years old, also the classroom was coeducational.

In the five observed classes, the teacher used only two kinds of supplementary materials, both were visual materials, being those pictures used one day and whiteboard during the five days of the observed classes. Teacher encouraged students to use the notebook for complementing the activities, which is in not consider as a supplementary material. In addition, both materials were well used according to pertinence and appropriateness as well.

In those classes teacher focused on and intrapersonal intelligence. It was revealed through the exercises which students lately developed in class. Previous start classes, the teacher took in consideration some students references like students' sizes, some students used glasses, so teacher set those students ahead of the class, this way they were comfortable. Teacher made groups playing with numbers he counted from one to five, the students with the number one integrated one group, and all students with the number two integrated another group and so on.

Teacher used his imagination to wake up students' motivation all the time, the class was interactive especially when students wrote on the board, and teacher gave students different colors of markers. When students finished the activities teacher gave them stickers of happy face.

According to previous studies showed in this research, teacher in those classes' objectives were sustained.

## *9<sup>th</sup> Grade*

### *Flash cards*

Flash cards are cards with a picture and words on it that is used as a learning aid.

According to the five observed classes in public high school teacher used that material only the first day of the observed class. Teacher showed flash cards about the theme of the class that was Famous *people*; students visualized them and recognized some of them. The objective was *To get know some famous people*. Teacher showed some flash cards about famous people, he covered the names below, and then teacher asked students “who is he/she?” teacher had flashcards about Guayasamin; Selena, Charles Chaplin, the flash cards contained information like place of birth, Quito, Texas, London, and famous for his paintings, her music, his comic films.

Teacher walked around the classroom showing the pictures and telling them: “This is Oswaldo Guayasamin. He was famous painter. He was born in Quito. He was famous for his painting”. Teacher called the students’ attention when he finished the activity with all the students; he went to the front of the class and wrote some information on the board. Teacher guided the students to answer the questions using the cues in the book. Teacher put students in pairs to work with their textbook. The flash cards were used in appropriately way, the material was clear and in perfect condition, teacher used construction paper for clue the pictures of famous people and create the flash cards. Flash cards looked really wonderful. Flash cards were used in relation

to the student's age, although some students did not know who where Charles Chaplin and Oswaldo Guayasamin, they did not have trouble doing the activity. They also learnt about famous people throughout history. Students' age was between twelve and thirteen years old, the flash cards were according to the level and ages too, because students used basic vocabulary that teacher had previous given. Vocabulary was related about "Wh" questions.

Furthermore, teacher motivated students using encouraging words such as: fantastic, great, very well etc. and students worked in the best way.

#### *Pictures.*

This is a visual supplementary material, which enhance the students' interest and motivation.

Pictures were used only in one day of the observed class. The only day that the teacher showed pictures was about an old man. The topic of the lesson was *A famous scientist* and the objective was *to make questions using cues*, the picture was about Albert Einstein and his invents. This material was observed on the second day of the class.

Teacher showed the picture and asked the students some questions like "who is he?". Some students did not answer and teacher helped them with the answer. "He was *a famous scientist, his name was Albert Einstein*". Teacher talked about him and his invents, and conjugate the verb "to be" in present and in past tense. Students rewrote in their note books the exercises previously written by the teacher on the board. Students' age was twelve and thirteen years old; the didactic material was easy to understand; it was clear

and was used correctly according to the students' age and level too. The quality was perfect because teacher used the pictures that he had cut from the one colorful magazine.

#### *White Board.*

This is a static visual material. It is used by the teachers as well as the students. Whiteboard are increasingly common though more expensive than chalkboards. Special markers are used. White boards are easier to keep clean than chalkboards.

Teacher used white board in the five observed classes:

On the first day teacher wrote the topic on the board and it was about *famous people*. The objective was *To get know some famous people*. Teacher wrote some information on the board as: Guayasamín; Selena, Charles Chaplin, place of birth: Quito, Texas; London, famous for: his paintings, her music, and his comic films. Students worked in pairs in their notebooks, while teacher wrote some questions on the board like: "Who was she?" And one student went to write "She was Selena", teacher called four students more to the board and they wrote questions and answers using "Wh questions". In addition, teacher wrote on the board notes like: His/her name. His / her place of birth and his/her job. Also teacher wrote cues on the board "This is... He was a... He was born in" then students used those clues for writing more sentences about famous people in their notebooks, while teacher walked around the classroom checking the students' work.

Students' age was between twelve and thirteen years old, the white board was used in a correct way, it was well distributed for each activity that

teacher did and used in order each space for example that students wrote. Teacher used different color of markers for visualizing and distinguishes present tense from the past tense. The exercises that students did encouraged by the teacher were according to the topic and to the objective of the class. The whiteboard was of good quality, it was clean and clear.

On the second day, the teacher wrote the topic of the lesson about *famous scientific* and the objective was *to make questions using cues*. Teacher talked about Albert Einstein and his inventions; he showed a picture about Einstein and he wrote some information on the board like: “was he German?, was he Ecuadorian?, was he a painter?” and another questions related to the past in verb “to be”. Teacher asked students to read the sentences written on the board and some volunteers went to the board to write the answers like “Yes, he was from Germany.” Students checked the information on the board. After that teacher asked students to answer the questions in short form, the rest of the class wrote in their note books exercises from the board.

Students’ age was between twelve and thirteen years old. Teacher used whiteboard in relation to their age because he wrote sentences for the students’ exercises, from the middle of the board until its bottom, this way students do not have trouble for writing on it. Furthermore the white board was used as a supplementary material for expressing previous knowledge that teacher had given so learners were familiarized with the vocabulary. The whiteboard was perfectly well organized in its space, it was clear and clean, teacher used markers in perfect condition for the best students’ visualizing .

Besides we can say that this material was used according to the students' level and age too, for its correct use.

On the third day teacher wrote the topic on the board. It was *Biographies*. And the objective was *To identify famous people*. On that day teacher copied a table on the board; he wrote "scientist, poet singer, actor" and he asked students to "tell me his name." "What did he do?" students gave the answer about those questions and some of them wrote the answer on the board, students copied that information in their note books.

Students' age was between twelve and thirteen years old. Teacher used all the time vocabulary related to students' level, for that reason was easy to the students develop the activities that teacher wrote on the board, also teacher used different colors of markers for highlighting the activity, moreover teacher had nice and clear handwriting which was perfect for focus students' attention and motivation to write on the board.

On the fourth day teacher wrote the topic on the board. It was *A South American Hero*, and the objective was *To review past tense and to develop speaking skills*. Teacher wrote some words on the board like "was born, came, was, dominated, wanted and other verbs more in past tense, teacher asked to students that read those words and checked the correct pronunciation of the students, then students worked in their books.

Students wrote some sentences on the board about Manuela Saenz and Simon Bolivar. He wrote sentences: "Simon Bolivar was born in Venezuela". Teacher walked around the classroom monitoring the students' activities.



Teacher used nice and clear handwriting, the board was well organized and students could write perfectly well, because teacher gave them new markers.

Students' age was between twelve and thirteen years old, they knew about those famous people and students were motivated.

In fact, the whiteboard was used according to the level and the ages of the students too.

On the fifth day, teacher wrote the topic on the board. It was *What did they do?* The objective was *To identify some other famous people.* Teacher used the board for writing some information and instructions about to the activities that students would develop that day. Teacher wrote some names about famous people like "Columbus, Shakespeare, Marie Curie, Gabriela Mistral, Walt Disney, Eugenio Espejo", after teacher copied a table on the board using those names.

Teacher used the white board to write instructions to the following activity that was dialogue, but it was well used and well organized because it was clear and clean, the class was performed according to the students level and ages that was between twelve and thirteen years old.

Furthermore, teacher set the students that needed more attention in front of the board, being those students that cannot see behind the classroom.

### *Dialogue*

This is an important audio aid, because through it students practice listening and speaking skills.

Teacher encouraged the students to practice dialogue; they used it twice in the classes.

On the first day that teacher encouraged students to practice dialogue, it was on the third day of the observed class and the topic was *Biographies*. The objective was *To identify famous people*.

In addition, teacher asked students to read the task in the book and students practiced dialogue taking turns being one student letter “A” and other student letter “B”. They changed information about the biographies, basically the dialogue was like follows: Student A: “tell me his name:” student B: “ Mario Moreno”. Student A: “What did he do?”, student B: “He was a comic actor”, and so on. When they finished the dialogue they exchanged the position of questions and answer, teacher walked around the class checking the students’ pronunciation and helped them as well.

Students’ age was between twelve and thirteen years old. Dialogue was applied according to the age and level of the students because they used vocabulary related to the topic and the objective of the class, also the class was interactive and teacher motivate students with stickers for the correct pronunciation.

On second day the topic of the class was *A South American Hero*, and the objective was *To review past tense and to develop speaking skills*. Teacher wrote a paragraph about Manuela Saenz and Simon Bolivar on the board then students read about them and analyzed about their lives; the information on the board was related to verbs in past tense like “was born, came, was, dominated, wanted and other verbs more in past tense, teacher asked students to read those words and checked the student’s pronunciation, after that, then students practiced dialogue in pairs.

The activity was according to the students' age and level. The vocabulary used was clear and simple according to the topic and objective of the class.

Students' age was between twelve and thirteen years old, in general the class was interactive and funny for students.

#### *Learning styles.*

In ninth grade we observed that teacher used four supplementary materials being those flash cards in one class, pictures in one class, whiteboard in five classes, and dialogue in two classes. They also were classified in visual and audio material. With this last resource, students were the principal characters because they practiced speaking actively through the dialogue, although some students were shy, teacher helped them with checking pronunciation in discrete form trying not to embarrass them, even though students worked with their books and note books for extra activities those resources are not considered as supplementary materials, so teacher encouraged students to use them as a complement of his activities.

Students' age was between twelve and thirteen years old, and Teacher used afore mentioned kinds of supplementary materials taught in their personality types for to get better results, this is important for foreign language learning education, which consists of four stands: extraverted vs. Introverted. Thinking vs. Feelings; Shy students were highly motivated in those activities. In general, teacher used all of those personalities' types with his students.

#### *10<sup>th</sup> Grade*

##### *White board*

This is a static visual material. It is used by the teachers and the students as well. Whiteboard are increasingly common, though more expensive than chalkboards. Special pens are used. White boards are easier to keep clean than chalkboard.

Teacher used that material during four observed classes.

On the first day teacher wrote the topic on the board it was: *Ecuador and other American countries* and the objective was *To build on students' existing knowledge of sports vocabulary*. During the first class teacher wrote on the board new vocabulary, and checked its understanding. He explained the students, that some kinds of sports are practiced in different countries. Teacher explained the task with the example provided: like "hot-air ballooning, bungee jumping, rafting, sea kayaking, diving, windsurfing, hiking". Then teacher drew next to each word and students did the same in their notebooks section vocabulary; teacher took care of his drawings, teacher did not use pictures because he wanted to improve his students the ability for drawing. Then some students wrote sentences on the board like: "I like jumping" and other wrote "I don't like jumping"; basically the purpose of the class was to let students know about some sports and express their opinions.

Students' age was between thirteen and fourteen years old. The white board was well used and perfectly well organized, teacher made the drawings and he encouraged students to do the best drawing too.

Teacher used the whiteboard according to the students' age and level.

On the second day teacher wrote the goal on the board. It was *Fun in Adventure in Costa Rica* and the topic was *To build awareness of tourisms in*

*other Latin American Countries.* Teacher organized students into pairs. He told them that one student in each pair is A and the other is B, teacher copied information about Adventure sport in Costa Rica on the board, and called student to the front of the class and said: “ I am A and you are B”, then he pointed to the tables on the board and asked to the rest of the class: “Do we have the same information? Students answered “No”, “So what do we have to do?” Students answered: Ask and answer questions to complete the table.

The model of the table was like this:

B: Where can I go diving? A: on the Isla del Coco, if you have some experience, or in Cahuita if you don't have much experience.

Students rewrote that information in their note books.

Students' age was between thirteen and fourteen years old, the white board used perfectly well organized, teacher different colors of markers to distinguish information from student A from B.

Besides, teacher used the whiteboard for the task according to the topic and the objective of the class. In another words the materials was according to the level of the students and its quality was perfect because, the white board was clean and its space was well distributed, students highlighted using different colors of markers to distinguish the sentences.

On the third day the topic was *Some countries in the Andean Region* and the *objective was To review vocabulary related to describing places.* Here teacher wrote a short paragraph on the board and students read it, that activity consisted in that students had to write (T) true or (F) false for these

sentences: Is the Andes mountain chain of South America one of the greatest mountain systems in the world? Is the chain about 7,240 Kilometres long?

Students' age was between thirteen and fourteen years old. The activity was according to their level and ages, teacher used simple vocabulary according to the previous knowledge. In that day the board was clean and clear too.

On the fourth day teacher wrote the topic on the board about *Traveling in Latin America*, and the objective was to learn more about prepositions "from-to and by". Teacher used the board for writing sentences like "I am from Brazil", "I travel by bicycle for some cities" and so on. Teacher wrote on the board the main cities of South America. Then students used their imagination and wrote some more sentences. After that, learners rewrote those sentences in their note books and they checked the correct grammar. Students' age was between thirteen and fourteen years old, teacher used clear and nice handwriting, the whiteboard was used according to the topic and the objective of the class. The whiteboard had a perfect quality because it was well organized and clean.

On the fifth observed class teacher did not use any supplementary material. He spent the time checking portfolios while students completed the book reviewing some pages that had to complete with exercises related to before classes.

Teacher put stickers about "happy face" on the books and on the portfolios. Students in that class felt motivated with stickers.

### *Learning styles*

In tenth grade, teacher worked using only whiteboard. It was well organized all the time. Students enjoyed writing using different color of markers. Students' ages were between thirteen and fourteen years old. Teacher organized the class taking in consideration the presence of handicapped students, some of the learners could not see or walk, so they were placed closer to the board. Teacher motivated the students all the time using words like; "Super, great, good job" and so on, students were engage in their English classroom.

Teacher used an important style of teaching learning process; he applied the personality type, focused on feeling learners valuing other people in very personal way and at the same way did learners.

### *Private High School*

After having observed and analyzed fifteen classes in the Private High School in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades of basic education, we can state that the teachers used different supplementary materials such as: flash cards, maps, pictures, charts, handouts, posters, words cards, white boards, workbooks, songs, dialogues, and realia. All of them were used as a way to make understand the different activities performed in the teaching- learning process. As a result the students were motivated and clearly demonstrated interest in the educator`s explanation.

### *8<sup>th</sup> Grade*

## *Maps*

On the first day, the teacher wrote on the whiteboard the topic for that class, it was *Where are you from?*, and its objective was to *talk about where people are from by using vocabulary about countries and nationalities for applying them in their real life.*

Teacher used a map for students to look at it and answer questions such as: How many continents are there? Can you name and localize them on the map? What continent is Ecuador in? Etc. That activity allowed students to think and participate in order to answer those questions. After that, the teacher pointed out some countries and pronounced their names; then, she wrote about the countries and nationalities down on the board and asked students to repeat the pronunciation of those words. Also, students had to answer some questions about the new vocabulary. For example: Where are you from? What is your nationality? Where is Justin Bieber from? What is his nationality? Etc. The teacher used this map with pertinence because it was related with the topic and objective of the class, which was explained about where people are from.

Moreover, this map was used appropriately according to the students' age, level and awoke interest about the favorite singer. Students were between 11 and 12 years old. They were in elementary level. Therefore, they were easily motivated participating in that activity especially when the teacher named Justin Bieber.



The quality of the material was excellent, it was designed by a publishing house, had normal size, it was colorful, and easy to use and students could appreciate the different places around the world. Consequently, all of those characteristics helped to maintain *students'* attention and facilitate their learning process in the in EFL class.

### *Dialogue*

Teacher, asked students to listen to dialogue related with the topic *Where are you from?* After that she asked some questions about it, so students could get familiarized with the new vocabulary about the countries and its nationalities, which was learned at beginning of the class in at dialogue, so they could answer those questions. Then, the teacher wrote some useful expressions down on the board and taught the pronunciation and use. She also asked students to make a dialogue in pair related with the topic of the class. The dialogue of the book was used as a model, but they had to create a new dialogue by using the new vocabulary and their own words. The teacher used the dialogue with pertinence and managed to encourage students to communicate and interact.

Furthermore, the dialogue was used appropriately according to students' age, level and interest. Students' age was between 11 and 12 years old, and they were in elementary level. Therefore, the students were engaged to participate actively in the dialogue.

Instructions to make the dialogue were given by the teacher, and they were clear and short. Thus, students were easily motivated when they had to communicate and interact.

#### *White/Blackboard*

This material was used by the teacher at the beginning of the class. The teacher used it for writing the new vocabulary about countries and nationalities, vocabulary which students used to pronounce and answer some questions related to the topic "Where are you from?". The teacher also used the white board to write some useful expressions down after students listened to the dialogue. Thus, students could look at the board, read, pronounce and use the new words when they had to make the dialogue. The teacher used the dialogue with pertinence because she wrote a lot of new words related with the topic and objective of the class.

In addition, the white board was used appropriately by the teacher because when she wrote the vocabulary and some useful expressions, students were looking at the board and reading them. They were between 11 and 12 years old, and had elementary level, so, they could familiarize the vocabulary of the dialogue.

The white board had a good position, size, and it also was erased before the teacher started the class. Teacher wrote the new words, and some examples of abbreviations in print letter which allowed maintaining attention of the students who participated actively.

On the second day of the class the teacher used the following materials:

### *Posters*

Firstly, teacher used that material to transmit ideas and messages about the topic “*I Have Two Sisters*”. And its objective was to *ask and give information about families by using the vocabulary of family members and information words with how many*. Then, teacher wrote the vocabulary about the members of family, after that, she asked students to listen to the pronunciation and repeat it. Students were engaged easily in that activity. Then, the teacher explained the class about the relationship among the members of family. Thus, students could elaborate their own family tree. Teacher used that supplementary material with pertinence; it was related to the topic and objective of the class.

In addition, posters were used appropriately by the teacher because they were according to students’ age, level and interest. Students were between 11 and 12 years old. They enjoyed answering questions about their family. The usage of this visual material could produce impact, encouraging dialogue and exposing students to have new ideas about their real life.

The quality of this material was very good; it had the title related with the topic of the class: “*I have two sisters*”. It also had a considerable size, and elaborated by publishing house. Therefore it was concise, colorful, attractive and easy to work with.

### *White/Black board*

After having pronounced the new vocabulary, the teacher used this material to write it down on the board and stimulate pair work about the topic *I have Two Sisters*. It was also combined with the poster for facilitating the participation of the students. On the other hand, when the teacher asked about students' family members, but the most of them did not know any words such as: "*sister in law*", "*mother in law*", etc., so teacher had to write the vocabulary down and information words to make questions on the board and made a family tree about her family as model for facilitating their students' learning. Teacher used that material with pertinence; the vocabulary, phrases, and family tree were related with the topic and objective of the class.

In addition, the teacher used the white board appropriately according to students' age and level, they were between 11 and 12 years old, so they were active all the time. Some students asked and gave information about each other family by using the vocabulary of family members written on the white board.

On another hand, that material was of good quality. Moreover, the teacher's handwriting was big enough and clear. She used different color of markers. All of those characteristics attracted the students' attention who participated actively.

On the third day of the class the teacher used two types of supplementary materials such as: words cards and white board.

### *Word Cards*

The topic of the class was *When is your birthday?* The Objective of this class was to *ask for personal information by using the prepositions of time, ordinal numbers and information words for applying them to their real life.*

Teacher used the words cards after explaining the grammar and vocabulary about the prepositions of time and the ordinal numbers in context. The teacher gave some students words cards in which prepositions of time were written. After that students had to go to board, stick the card and write the sentence with the correct preposition of time such as: “on, it and at”. Other students had word cards with the ordinal numbers and they had to put the word card next to the correct date. Teacher used those materials with pertinence because they were related with the topic and objective of the class. The word cards were used to ask and give information about the dates of events for applying knowledge to their real life.

Furthermore, the word cards were used appropriately by the teacher in relation to the students’ age, level, and interest. Students were between 11 and 12 years old, so they liked to use those word cards and wrote sentences. At the beginning of the class students were a little bit confused, but the teacher gave some extra examples to clarify the topic.

Each word card was colorful and had the prepositions foreseen for sentences. The cards size was 3 inches. Those cards were made of construction paper and the words were written with permanent markers. It was easily used by the students who had to go to the front of the class and

participate in the activity. Other students were looking at the board with great expectation and waiting for their turn to participate, too.

### *White/Black board*

Firstly, the teacher used the white board to write statements and highlighted with another color of markers, especially the prepositions of time such as: “in, at, on”, and “the ordinal numbers such as: 2<sup>nd</sup>, 21<sup>rst</sup>, 3<sup>rd</sup>”, etc. After that, teacher explained how they sound and how they work in context. Then, teacher called a volunteer student to participate in an activity which combined with the word cards. Teacher also wrote examples by using different students’ dates of birthday or any event. Teacher asked some wh- questions, after that he asked students to read, analyze and answer some questions like these: When is your birthday?, What event is in the morning? etc., and some students could answer correctly, but just a few of them were confused, so the teacher explained the grammar again. Teacher used that material with pertinence because it was related to the topic and objective.

In addition, the white board was used appropriately in the teaching-learning process according to the students’ age and level. They were between 11 and 12 years old elementary level learners, so the teacher was sure of what they could do. Then all the exercises gave important clues.

The white board was cleaned before the teacher started the class; it was in good position and appropriate size. The words were written with acceptable letter in color markers across the board to maintain students’ attention while teacher was writing sample sentences and asking questions.

On the fourth day of the class the teacher used three supplementary materials. They were: the whiteboard, CD and dialogue.

### *White Board*

The topic for this class was *“I’m not crazy about hip hop”* and the objective was to *express likes and dislikes by using the verbs love, hate, prefer, like; and useful expressions such as: “I can’t stand”, “I’m not crazy about” to apply them in context.*

The white board was used with pertinence in relation with the topic and objective. Firstly, teacher wrote useful expressions in the order in which they were used in the conversation: love, hate, like, into, can’t stand etc. After she reviewed the grammar and listened to expressions with strong stress because students would practice the dialogue at the end of the class. The teacher focused on the pronunciation of the words and explained about the simple present of the verb like in affirmative, negative and Interrogative form through examples. After working with some new language, teacher wrote all these words in spare parts on the board. Then, teacher asked students to read the words out loud to make the original pattern or a variation such as “she likes to dance belly dancing”, etc.

Furthermore, the teacher used the white board appropriately in relation to the students’ age, level and interest. They were between 11 and 12 years old, so they were easily engaged in that activity.

Finally, due to the conditions and characteristics of the white board such as cleanness, good positions, size etc, the teacher used it frequently to write and explain the topic. Teacher also used black and red markers to facilitate her students' learning.

## AUDIO

### *Use of CD in classroom*

The teacher used the CD with pertinence because it contained a short dialogue, related to the topic of the class which was "I'm Not Crazy about Hip Hop". Students listened to the strong stress and underlined the stress words on the book. The teacher played the audio two more times and students worked independently to complete the comprehension exercise. Next, the teacher asked student to uncover the dialogue on the last time for checking their answers orally.

This activity was in accordance with students' age and proficiency level. Learners were between 11 and 12 years old. The dialogue was about different types of music such as hip hop, rap, reggae, rock, etc. Thus, they got engaged during the class.

The dialogue was recorder by native speakers and was used to listen to some useful expressions which students will practice the pronunciation of the dialogue. The teacher played it with an acceptable volume. Then, students could hear clearly and repeat two times more.

### *Dialogue*



The teacher used the dialogue with pertinence in relation to the topic of the class *I'm Not Crazy about Hip Hop*. To extend work with the dialogue, the teacher asked to select the vocabulary, structures and communicative phrases to discuss more fully, such as "I love hip hop, but I can't stand the hard rock", "She is crazy about rap music", "I don't like classical music", "I'm just not into it", etc. Also questions such as what kind of music do you like? Does she like to listen to jazz? Do you like boy's bands? etc. Therefore, the dialogue was used with pertinence in relation to the objective of the class. Students could express their likes and dislikes about the music.

The teacher used the dialogue appropriately according to the students' age and level. They were between 11 and 12 years old and they also were in elementary level, so they could interact and enjoy participating in the active dialogue.

Students performed the active dialogue and used their creativity applying their newly learnt knowledge about grammar, pronunciation, voice inflection, etc. Working in pairs, students followed the teacher's instructions for making the dialogue clear and accurate. Teacher called on volunteer students to present the dialogue in front of the class. Then, they should express their likes and dislikes by using new vocabulary about music.

On the fifth day of the class the teacher made a workshop about the contents that they had learned in last class, in written and oral form, by using two materials workbook and dialogue.

*Work Book*

The topic for this class was *“workshop and the objective was to strengthen students” knowledge about the new vocabulary about countries and nationalities, family members, prepositions of time , the present of the verb like, prefer, hate, love, and useful expression by using workbooks for applying them in context”*.

The teacher and students used the workbook with pertinence because it contained activities related to the topic and objective proposed in the order in which students worked to reinforce their knowledge about the contents they had learned during the last four classes. Firstly, teacher gave the instructions to work in pair. After that, the teacher wrote the numbers of pages of the workbook on the board in the order in which students had to do the exercises. Then, students started to work. Next, the teacher moved around the classroom and monitored pair work. On another hand, there were some students who did not understand the instructions, so the teacher focused on them and explained the task again. Thus, they were encouraged to do the work, too. Finally, the teacher pronounced some stress words to students doing the listening activity about the sounds.

Furthermore, the workbooks were used appropriately by the teacher according to the students’ age, and proficiency. Learners’ ages were between 11 and 12 years old, so if they had any doubt they asked for help to the teacher or their English teacher’ assistant.

The activities and exercises of the workbook were well presented because they could practice in Grammar, Vocabulary, Listening and Communication. The workbooks were elaborated by the publishing house.

### *Learning Style*

The teachers usually have students with different learning styles. In the observed classes the students mostly were visual, auditory and kinesthetic learners. In this case, the teacher used different kind of supplementary materials such as: maps, posters, word cards, white board, workbook and dialogues. They were used to develop their skills by manipulating and interpreting images, understanding graph, sense of directions, and auditory skills were thought in words rather than pictures, using humor, understanding meaning of the words and remembering information.

Students were intrinsically and extrinsically motivated by the teacher, when they used the supplementary materials especially when they had to interact. Therefore, these supplementary materials helped students to facilitate their learning process.

### *9<sup>th</sup> Grade*

#### *Picture*

The topic of the class was to *What's Brian Doing?*, and its objective was to *describe what's happening right now by using the present continuous tense and apply it in context.*

At the first observed class, the teacher used a picture and the white board. Firstly, teacher used the picture with pertinence because it had relation with the topic and objective of the class. She asked students to look at the picture, describe it and answer some questions such as “what do you see in the picture?” “Where are Andy and Liza?” etc., using the board, helped students construct present continuous statements to answer the questions example: “What is Andy doing right now?” (He is watching TV) etc.

Teacher used appropriately this material in relation to the students’ age, level and interest. Learners were between 11 and 12 years old; the use of picture created expectation when they looked it in which there were teenagers like them, students were engaged in that activity.

Picture was elaborated by publishing house. It was colorful; it was lightweight, portable and easy to use. It was put on the center of the board, so students could appreciate and focus on it especially when the teacher asked to describe it.

#### *White Board*

Firstly, the teacher used the board with pertinence in relation to the topic and objective of the class. She helped students to construct present continuous statements to answer these questions: What is Andy doing right now? (He is watching TV), and so on. After that, teacher asked students about them by using the present continuous tense and students worked in pair in oral form. As result from this written and oral practice, students could do the exercises in their books.

In addition, the whiteboard was used appropriately by the teacher in relation to the students' age and level, student's ages were between 12 and 13 years old. Learners were motivated easily in that activity.

The quality of the board was very good, the teacher used it in an ordered form and wrote the present continuous statements with black marker and used another color to highlight the most relevant information.

At the second day of the observed class, the teacher used handouts and the white board.

#### *White Board*

It was used with pertinence by the teacher because she wrote some examples about the three cases to "add -ing form to the verbs", which had relation to the topic of the class. The teacher called on volunteer students to do some exercise on the board. Thus, students participated actively.

Furthermore, the teacher used appropriately the whiteboard in relation to the students' age and level. The students were between 12 and 13 years old. As teenagers they were very active and most of them engaged in the class.

The teacher found the white board clean at beginning of the class, thus, it was easy to use and write some examples on it by using black marker and they were written in across form.

#### *Handouts*

The topic of the class was *What Were You Doing Last Saturday?*, and the objective of the class was to, *ask what someone was doing, by using verbs in past continuous tense and information words such as what, where why and so on.*

After having taught grammar in context by using a reading and writing some examples on the board about the three cases in which –suffix “ing” is added to the verbs, teacher explained students the usage of interrogative form and also explained students’ interrogative form in past tense by applying the information words. The teacher used the handouts with pertinence because it had activities related with the topic and objective. Students had to follow patterns and write the “-ing” form to the verbs such as “play- playing”, “fix-fixing”, “plan-planning” and so on. Moreover the worksheets contained a short reading where they had to do the comprehension exercises.

In addition, those materials were used appropriately by the teacher in relation to the students’ age and level. They were between 12 and 13 years old. The used handouts contributed to students’ understanding of the language on the topic.

The handouts were applied and elaborated by the teacher with creativity. The handouts had activities which asked to students, practice grammar, compare answers, check and practice vocabulary. Other handouts were designed to practice communication activity such questions and answers.

On the third day of the observed class, the teacher used materials such as a flash cards and work book.

### *Flash Cards*

The topic of the class was *Did He Call Her Again Today?*, and the objective was *talk to about the past events by using the regular and irregular verbs and past simple and time expressions for applying this to students` real life.*

The flashcards were used with pertinence by the teacher in relation to the topic and objective of the class. Firstly, teacher showed the flash cards quickly one by one to the students to elicit a quick response. They contained pictures about actions and learners had to guess what people did in the past. After that, teacher asked students “what did you do last night?” “Did you study or watch TV last night?” Next, teacher wrote some examples to explain about the past tense in context. Furthermore, she focused on the pronunciation of the regular verbs in past tense and asked students to give more examples or sentences in oral and written way. Thus, the teacher created an effective learning environment.

The teacher used flash cards appropriately according to students’ age, level, and interest. They were between 12 and 13 years old, students were motivated especially when they talked about “what they did in the past”. As result from that activity, the teacher could hold their attention during the class.

The flashcards were applied with creativity. They were elaborated by publishing house. Furthermore, they were colorful, had normal size and were made of carton board. Therefore, all of these characteristics attracted students’ attention while the teacher was asking about the different activities.

### *Workbook*

After having evaluated their participation in pair, the teacher elicited students to work in their workbooks to practice grammar, vocabulary, and activities of communication. Those materials were used with pertinence by the teacher in relation to the topic and objective of the class. The teacher walked around them while students were concentrated in working.

The workbooks were applied appropriately by the teacher to the students according to their ages. They were between 12 and 13 years old. Thus, they were engaged in those activities because they had to play doing a crossword to practice vocabulary, listening exercises.

The quality of the workbooks was very good; they were elaborated by publishing house. They gave students the opportunity to practice their knowledge about the past tense.

On the fourth observed class, the teacher just used a CD of a song. It was “Baby” by Justin Bieber.

### *Song*

The topic of the class was *Fun With Song Titled Baby* and the objective of the class was *to provoke students’ involvement in the learning process to take a break and relax by listening and understanding of English songs.*

The song was used with pertinence by the teacher in relation to the topic and objective of the class. Firstly, the teacher asked students to say the name of the singer “who was in the cover of CD and asked them what they know



about him”. After that, teacher elicited answers by asking students to raise hands when she asked to students “who likes Justin Bieber’ songs?”, and then, she gave each student strips of papers from the line of the lyrics of the song. Then, students had to listen to the song and as they hear their line and they came to the front of the class and stand in the order their line appears. Thus, students participated actively.

Teacher used appropriately the song in relation to students’ age, level and interest. The students were between 12 and 13 years old. The song was chosen by the teacher according their students’ preferences. The teacher used the song to hold students’ attention relaxed and enjoyable during the class.

The song was played two times more by the teacher with a considerable volume. It was sung by Justin Bieber. He is a famous Canadian singer. Students like to listen to his songs. Therefore, students had the opportunity to listen to him and to try to get a message from it.

On the fifth day of the observed class, the teacher used the white board and handouts to check their progress.

#### *White Board*

The topic of the class was *Now I can.....*, and the objective was to *give students a chance to measure their progress on a regular basis by using the progress check tasks divided in Grammar, Vocabulary, and Communication, for applying them in context.*

The white board was used with pertinence by the teacher at the beginning of the classes; teacher wrote a test taking tip to help students learn strategies for doing their best on tests. Teacher also used the board to explain about the progress check test which was divided in three sections: Grammar, Vocabulary and Communication. There is also a “Now I can” check list for students to reflect what they have learned in the previous unit.

Furthermore, it was used appropriately by the teacher in relation to the students’ age, level and needs. They were between 12 and 13 years old, so they were looking at the board and interested in doing this progress checks tasks and measuring their progress, too.

The teacher used the white board to explain how to develop this progress check tasks. The instructions were clear and precise. She used the markers and eraser adequately to write all the necessary information which they used in the test.

### *Handouts*

After the teacher has explained about the progress check tasks, she gave handouts to each student, and she moved around the classroom monitoring the students because they had to answer the test in individual form. Teacher used the handouts with pertinence because the activities were according to the topic and objective of the class.

Handouts were used appropriately by the teacher according to the students’ age, level and interest. They were between 12 and 13 years old. The

handouts helped students to measure their progress. In addition, they were very concentrated while answering the test.

The quality of the handouts were very good, they also were elaborated with creativity by the teacher and applied to students with pertinence and appropriateness. The tasks were clear and the teacher's explanation was timely and precise.

### *Learning Styles*

Considering a variety of learning styles and abilities, the teacher used pictures, white board, handouts, flash cards, workbooks and songs. Also she included notes and other activities with a strong focus on multiple intelligences (Those activities benefited students with affinities and preferences to specific intelligences and related to their learning styles. This is, students were engaged in activities involving motor skills (Kinesthetic intelligences); students also responded to visual images representations and they were good at creating images (Visual). Those students with a strong auditory intelligence were stimulated when the teacher pronounced the new vocabulary and listening to music. The listening classroom practice could be influenced by the use of foreign language songs. The music was used by the teacher especially for those students who can develop their musical and linguistic intelligence by listening to songs and stimulate their learning.

10<sup>TH</sup>

### *Charts*

The topic of the class was *How Much Sugar And Eggs Do You Need?*, and the objective was to *express quantities by using how much and how many, a little, a few, a lot of, not much, not many etc., and food vocabulary.*

On the first day of the class, the teacher used a chart with pertinence in relation to the topic and objective of the class. Teacher made a chart on the board and pointed out by “countable, uncountable nouns”, expressions of quantity such as how much, how many and a little, a few a lot of, not much, not many etc, Moreover, the teacher modeled the activity by eliciting examples for them on the board, while she was explaining about the chart, showed students some fruits, dairy products and vegetables, as realia material.

The teacher used the chart appropriately according to the students’ age, level and interest. Learners were between 13 and 14 years old, students also were motivated while looking at the chart.

The chart was elaborated with creativity and originality by the teacher; she also used colors of markers to highlight especially the expressions of quantity.

### *Realia*

The teacher used realia such as fruits, dairy products and vegetables with pertinence in relation to the topic and objective of the class. The teacher started by putting the food on a table and separated for countable and uncountable nouns and showed students one by one while the teacher was pronouncing their names. After that, the teacher asked students to come to the front and point out two countable and two uncountable nouns. Then,

teacher called on volunteer students to give examples about food by using expressions of quantity.

Furthermore, the teacher used these realia according to students' age, level and need. They were between 13 and 14 years old, so the teacher used those objects to engage students and facilitate their learning process.

Finally, the realia such fruits, vegetables and dairy products were used with creativity by the teacher. They were brought from her house and chosen according to the students' needs.

On the second day of the observed classes, the teacher used two types of supplementary materials such as: handouts and audio CD.

#### *Handouts*

The topic of the class was *International Treats Reading*, and the objective of the class was to *discuss about famous food from around the world including Ecuador, by using food vocabulary.*

First of all, the teacher used the CD and, then, the handouts. Both of them were used with pertinence in relation to the topic and objective of the class. After that, the teacher assigned a work pair and gave each student the handouts which contained a reading with pictures of International treats and it also had some activities of comprehension exercises, writing, and speaking. Then, teacher asked students to look at the title and pictures before they read and talk about what they can see in the pictures. Next, teacher asked students to complete a chart with information from the reading, answer those

comprehension questions. Then the teacher asked to listen to a description of a popular dish, and write true or false. Lastly she asked the each group to talk and to discuss about some famous dishes in Ecuador, by using questions such as “Can you translate the name into English? How do you make it? How is served?” and so on. Finally, each pair had to perform a brief summary of their work.

The handouts were used appropriately by the teacher according to the students’ age, level, interest, and learning styles. Students’ age was between 13 and 14 years old; this topic was interesting for them because they could know about the famous food from other countries. Due to all activities above mentioned the students were engaged and active all the time.

Those materials were elaborated with creativity and used by the teacher. The hand outs contained activities to develop the skills of reading, listening, writing and speaking and were given to each student. Therefore, those activities encouraged students’ interaction.

#### *Audio - Compact Disk.*

The audio CD was used with pertinence in relation to the topic and objective of the class. It contained all the recorded material from the book, dialogues, reading, listening exercises and models for communication activities. The teacher asked to listen to CD before they read, so they had to cover their papers and tried to understand what the text is about. After that, teacher played the CD two times more, while students were listening and they answered true or false. Then, teacher asked students to answer some

questions about the reading and elicited to work hard with other activities in pair.

The teacher used the CD appropriately according to the students' age, level and interest. Learners were between 13 and 14 years old. So students had the opportunity to work cooperatively on different activities.

The CD was original and those listening activities motivated students and allowed them to listen to natural spoken language used by native speakers of American English.

On the third day of the class, the teacher used two supplementary materials. They were posters and white board.

#### *Poster*

The topic of the class was *What Are You Going to Wear?*, and the objective was *to comment about plans, and intentions by using "be going to + to verb" for future plans, and vocabulary about clothes.*

At the beginning of class, the teacher asked students what clothing words they knew in English; she showed students a poster in which there were different kinds of clothes. Teacher taught the spelling of the new vocabulary and wrote it on the board. After that, she asked students to play a memory game. They played in pairs and roles. Student A had to look at the picture of the boy, and student B looked at the picture of the girl. Then, the teacher gave both thirty seconds to study the poster and they memorized the clothes and accessories that they were wearing in that picture. Last they had

to describe what boy and girl were wearing. Next, the teacher explained about the immediate future by using be going to + verb, and wrote examples by using the new vocabulary, and elicited to say “what they are going to wear on next weekend”, Therefore, the teacher used the poster with pertinence in relation to the topic, objective of the class, students’ age and level.

This material was used appropriately by the teacher in the learning process because the quality of the poster was excellent; it was colorful and big enough. Poster also was elaborated by publishing house.

Students were between 13 and 14 years old, due to different activities, it presented functions, pictures and vocabulary about clothes, and it was put on in the middle of the board temporarily. Thus, the teacher created an environment where students felt encouraged, motivated and challenged, so learners got engage in that class.

#### *White Board*

The teacher used the white board with pertinence to elicit important information about the topic. After that, she spelt and pronounced the new vocabulary about clothes, and wrote them on the board, and also explained about “be + going to + verb”, and examples by using the new words. Next, she asked students give and ask information about their clothes. For instance, “what they are going to wear on next Mary’ birthday party, what time is going to the movie?” and so on.



Besides, the board was used with appropriateness by the teacher in relation to the learners' age, level and preferences. They were between 13 and 14 years old, they looked at the board while the teacher was explaining about new vocabulary, making plans and intentions.

The white board was easy to use. The teacher was very creative in using the board during the class. The white board was previously cleaned, so the teacher had chance to write new examples and vocabulary down. She also used color markers to attract the students' attention.

On the fourth day of the observed classes, I could see that the teacher used pictures and dialogue.

#### *Picture*

The topic of the class was *I Will Teach You If You Want to Learn*, and the objective was to *talk about possibilities and predictions at the present time or in the future, by using the "first conditional + will", or "may/might", to apply grammar structures.*

The pictures were used with pertinence by the teacher, who told students about their future plans and predictions. After that, she explained through examples about the first conditional and gave these pictures cards and they had a symbol on each card to illustrate various topics, for examples, travel, (an airplane), relationships (a heart and a broken heart) and so on. Then, the teacher explained the meaning of the symbols mean and what they might suggest, for example, the picture for "travel" might elicit "you will catch

a plane tomorrow to another country” and so on. Next, the teacher asked students to work in pair and called on a volunteer pair. Student A played the role of a fortune teller, so she had to predict her partner’s future who is client B. Finally, the teacher made a pile of all them and told students they would be fortune teller and called on a student to draw a card from the pile, then she chose a fortune teller and gave the picture the student picked , then the fortune teller read the student’s fortune out loud.

The pictures were applied appropriately by the teacher in relation to the students’ age and level. They were between 13 and 14 years old, the teacher offered level- appropriate communicative activities that provoke students to express themselves with English they’ve learned.

The quality of the pictures were very good, they were elaborated with creativity by the teacher. She cut pictures from magazines and pasted on a card made of carton board, and they also were well used to encourage student’s interaction.

### *Dialogue*

After having explained about the first conditional, the teacher asked students to listen to a dialogue. After that, teacher worked on students’ pronunciation, intonation and stress. Firstly, she made the dialogue with a student, and after that, she asked students practice the dialogue in pair. Next, she assigned students to create their own dialogue by using the first conditional with “will and may/might”. They practiced the dialogue in pair to further familiarize them with it. The teacher had students stand up and act

out the parts by using facial expressions and gestures. After they have practiced, she called on one or two pairs to stand and perform the dialogue in front of the class, teacher used the dialogue with pertinence in relation to the topic and objective of the class.

Dialogue was used appropriately by the teacher according to the students' age, level and preferences. They were between 13 and 14 years old. Since this activity presented mid-level difficult due to new grammar structures and functions in context, during this class activity the teacher encouraged students to practice their speaking skills.

Dialogues were short and concise according to their needs. Dialogues were chosen from the students' books, and they made a dialogue with their own words and by using the first conditional and modal auxiliaries may and might. Thus, learners were encouraged by the teacher to participate actively in class.

On the fifth day of observed class, the teacher used just the workbook to check students' knowledge about the contents of the unit.

### *Workbook*

The topic of the class was *Now I Can*, and the objective was to *provide additional practice in grammar, vocabulary, reading, writing and listening by using the different activities from their workbooks.*

At the beginning of the class, the teacher used the workbook with pertinence in relation to the topic and its objective. Firstly, teacher told

students how to do the activities and offered them encouragement with an ok symbol or extra point for the five first students who have finished their work correctly. Learners were extrinsically motivated because they perform by immediate tangibles rewards or grades, prize etc. The workbook gave them practice in grammar, vocabulary and Communication and it also provide additional practice in reading, listening and writing. Then, students were encouraged to work quickly and some of them asked for help the teacher while she was moving around them.

Furthermore, the teacher used the workbooks appropriately according the students' age, level, and learning styles. Young learners were between 13 and 14 years old and they were usually allowed be silent working individually, so they were given tasks that allowed them to achieve their goals.

The workbooks were elaborated by publishing house, and their pages were in black and white y included three levels of exercises for each Grammar, Vocabulary, and Communication section: Get started (easy), Move on (medium), and Reach for the Top (challenging), so they are mixed-level and mixed ability classes.

### Learning Styles

The charts, realia, handouts, audio CD, poster, white board, pictures, dialogue and workbooks were applied and used by teacher and students were benefited with different learning styles. Teacher used these materials to focus on visual, auditory, linguistic, interpersonal and intrapersonal intelligences. Most of them are visual materials, which involved students visualizing

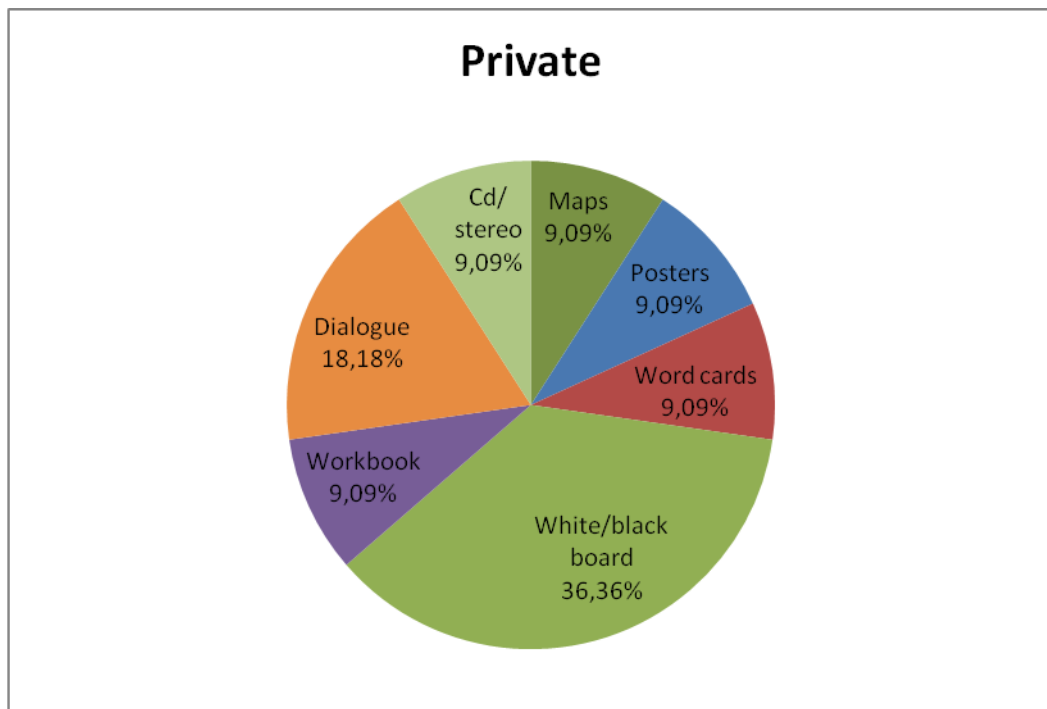
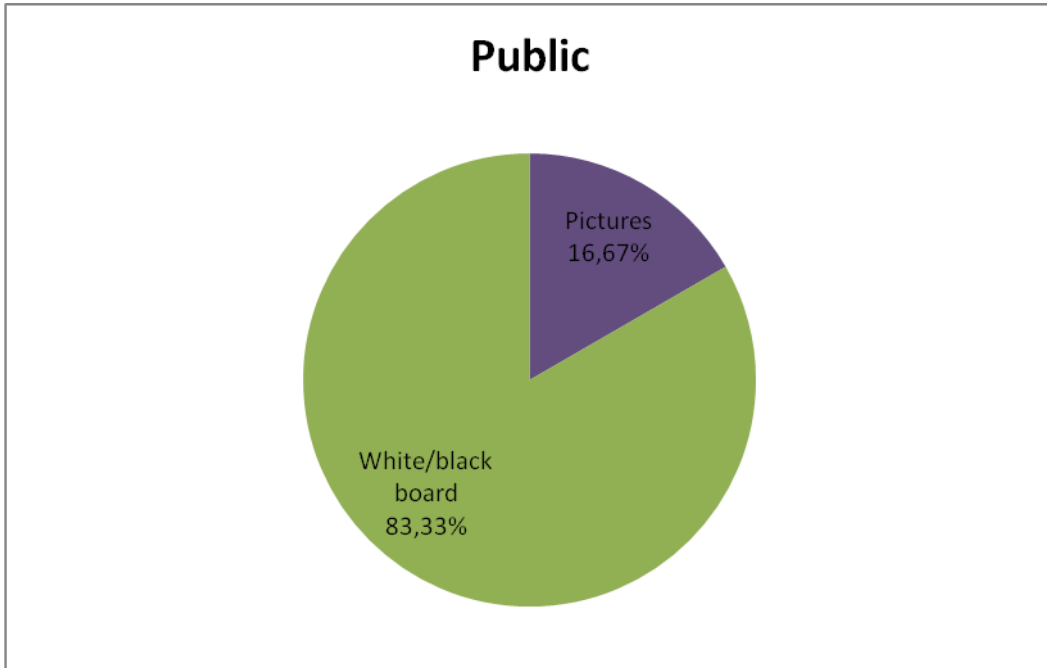
representations and images (visual learners) others were audiovisual such as the dialogues in which students had the opportunity to perceive and understand other individuals, they learn through social interaction such as pair and group work, social situations and so on. In addition, students who have a basic knowledge of English attempted all the activities in the three levels. Thus, the teacher created interesting and interactive environment learning.

Finally, students were motivated extrinsically especially when the teacher offered them extra points for those who first had finished their work.

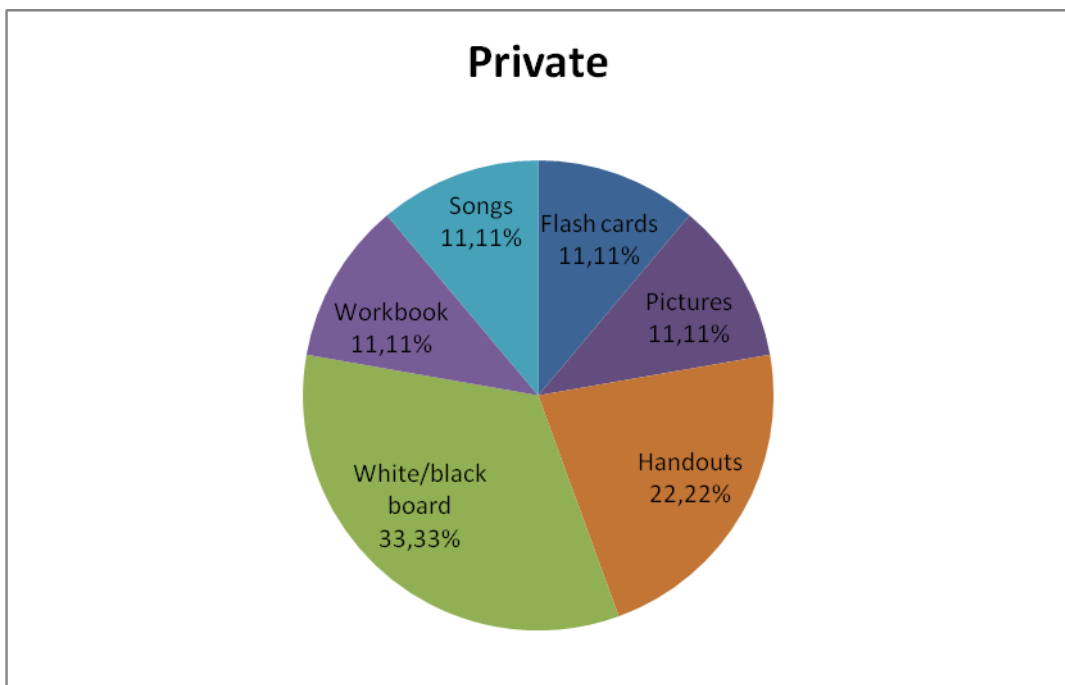
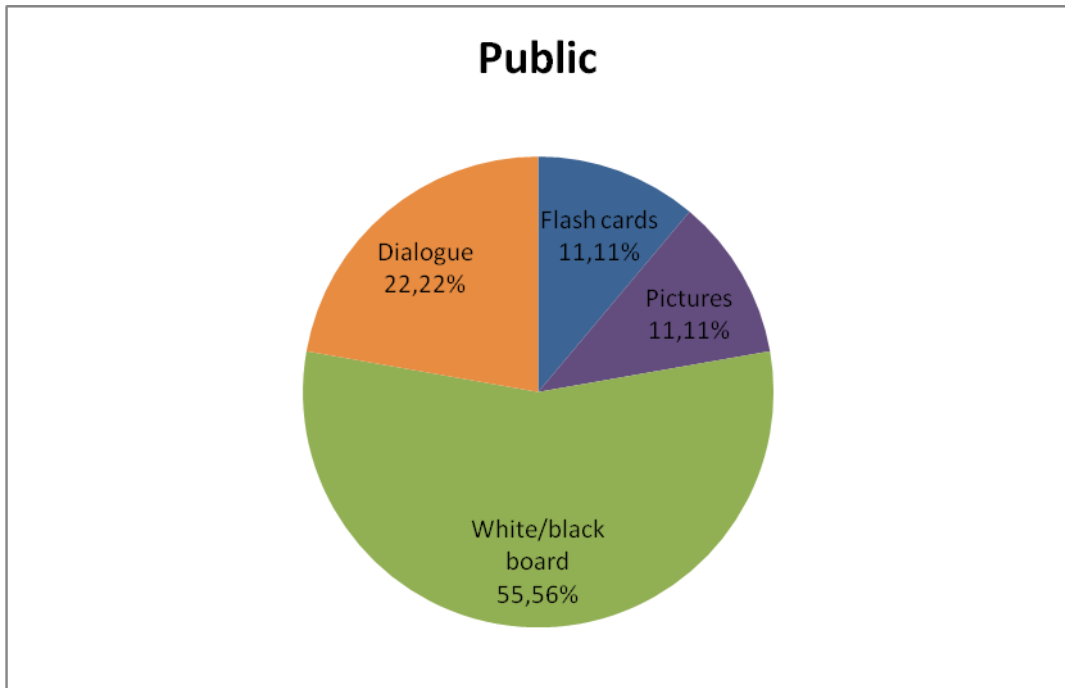
## Quantitative Analysis

### CHARTS

#### EIGHTH

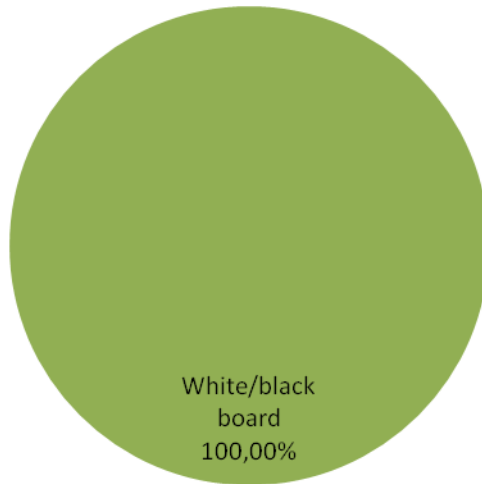


## NINTH

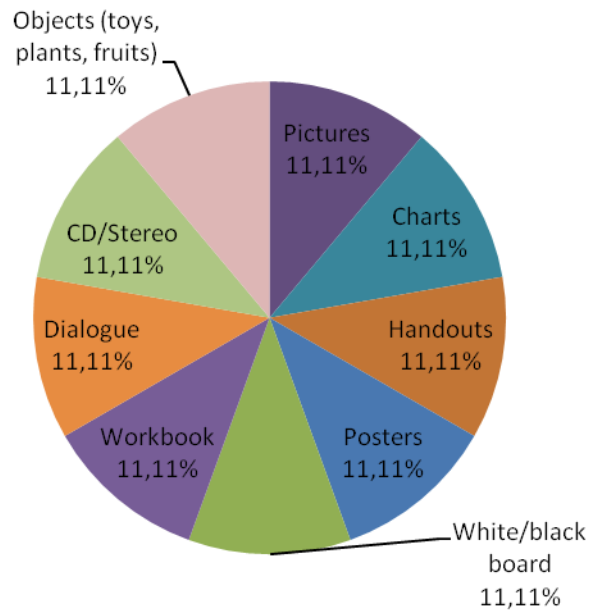


## TENTH

### Public



### Private





## COMPARATIVE ANALYSIS

Regarding the gathered information of the application of the research in 8<sup>th</sup> grade of Basic Education of Public High School, we could establish that the most used supplementary materials by the teacher were: the white board, 83, 33%, pictures 16, 67%, being 100% the visual material most used during the class.

It is evident that there was a lack of use and integration of other variety of supplementary materials during the class, which could have contributed in the teaching learning process. This reality can answer to neglect in the lesson planning process, issue that includes methodological design and the elaboration and use of supplementary material in the class.

According to the collected data about the use of supplementary materials in 9<sup>th</sup> grade of public High School, the teacher used as extra aids such as: the whiteboard 55,56%, flash cards 11,11%, pictures, 11,11%, and dialogue 22,22%. As for the visual material was used 77, 88%; and audio 22.22%.

Considering the use of supplementary materials in this grade of basic education, it is obvious that there was a more variety of aids which enriched and improved the curricular activities development and the teaching- learning process through a higher motivation, interaction and comprehension of the contents.

On the other hand, based on the observed classes in the 10<sup>th</sup> grade of Public High School, we can see that the teacher just used the whiteboard as a

visual material 100%, omitting another type of supplementary materials during the class. It could be noticed the deficiencies in the design and application of strategies and resources in order to motivate, involve, and engage the learners in the EFL classes.

In relation to the frequency of the use of supplementary materials, the collected data indicates that in the 8<sup>th</sup> grade the supplementary materials were used by the teacher for 6 occasions, in the 9<sup>th</sup> grade for 9 times, and in the 10<sup>th</sup> grade just for 4 times. Consequently, the supplementary materials were used for 19 occasions in total at the Public High School.

The syllabus includes series of purposes regarding to the English subject which must be incorporated in each designed activity as a part of the teaching- learning process and also must be applied in the teaching practice. Regarding the learning styles, teachers just took into consideration the visual, auditory, kinesthetic, linguistic and intrapersonal types of learners during the develop of their class.

Teachers should design the lesson plan in relationship to the specific contents, purposes, methods, and techniques that will determine the development of the lesson inside the classroom and the suitable resources that will be part of it in order to achieve the teaching learning goals.

On the other hand, based on the gathered information about the use of supplementary materials in 8<sup>th</sup> grade of basic education at the researched Private High School shows that the teacher used as supplementary materials the whiteboard 36,36%, maps 9,09%, posters

9,09%, word cards 9,09%, workbooks 9,09%, dialogue 18,18%, and audio CD 9,09%. The most used supplementary materials were the visual material 72, 72% and the audio CD 27, 27%.

According to the research applied in the 9th grade of basic of Private High School, the use of supplementary material shows the following results: the whiteboard 33,33%; handouts 22,22%; pictures 11, 11%; flash cards 11,11%; workbooks 11,11%; song 11,11%. The materials most used were the visual ones 88.88% and audio material 11, 11%.

Finally, the supplementary materials used in the observed EFL classes in the 10th grade of basic education of Private High School were: pictures 11,11%; charts 11,11%; workbook 11,11%; posters 11,11%; white board 11,11%; handouts 11,11%; dialogue 11,11% ; audio CD 11,11% and realia 11,11%. During the classes the materials more used were the visual 66,66%, audio material 22,22% and realia 11,11%.

In this case, the teacher used materials with a frequency of 11 times in the classes of 8<sup>th</sup> grade, 9 times in the classes of 9<sup>th</sup> grade and 9 occasions in the classes of 10<sup>th</sup> grade of basic education. In total teachers used for 29 occasions the supplementary materials at the Private High School.

These results indicate that there was a higher use of tools and supplementary materials in the development of the activities during the classes. At the same time it means a higher effort when planning the lessons, design strategies which allow a higher appropriation of knowledge. Therefore,

we can see that there is a higher concern in the elaboration of the supplementary materials aimed to strengthen the teaching-learning process.

Due to the use of a higher variety of resources developed by educators in the activities we observe a higher level of the students' motivation, interest and participation in the classroom. As a consequence we have an effective environment that permits a better comprehension of the English language. It is evident that the teachers use all of these materials focused on some of multiple intelligences related with their learning styles such as visual, auditory, kinesthetic, linguistic, intrapersonal, interpersonal and musical.

Furthermore, it can be stated that the use of supplementary materials in the private high schools classroom is different from public high schools. They differ from each other in frequency and alternatives. For instance: in private high schools the supplementary materials are more frequently used due to the educational institutions count on a great deal of resources. On the contrary, in public high schools the application of supplementary materials is irregular since some teachers use them and other ones do not do it. In fact teachers do not count on a good salary to invest in supplementary material and the institutions do not provide them with the necessary resources to do it.

Finally, according to the collected data of teachers' surveys of public high school and private high schools, we can indicate that teachers from both high schools considered 50% the importance of the use of the supplementary materials in EFL classes.

By another side, regarding the obtained results of students' surveys of public high school we can indicate that the most of students would like their teachers use as extra aids movies, videos, dialogues and songs in EFL classes.

Meanwhile, the collected data of students' surveys of private high school indicate that the most of them would like teachers use the power point presentations, videos, movies and songs during the EFL classes. It is evident that in public high school as well as in private high school, teachers should include and use these types of supplementary materials which will satisfy their students' expectation.

## CONCLUSIONS

- This research demonstrates that at the private high school teachers used supplementary materials more frequently than teachers did in public school.
- In public high school as well as in private high school, the visual supplementary materials such as: flashcards, maps, pictures, charts, handouts, posters, word cards, workbooks, and whiteboard have played a significant role during the process of different phases of language acquisition.
- Whiteboards, as a visual supplementary aid were most frequently used in public high schools because they were always available in the class. Besides they do not require teacher's special training and they can also be used to exhibit other materials like posters, charts, etc.
- The correct use of supplementary materials enhances the EFL learners' motivation and interest to acquire the English language by creating a communicative environment in the classroom.
- All supplementary materials that teachers used in the observed classes were pertinent and appropriate according to the students' age and level, learning styles because they were attractive, of good quality, interesting and engaging.

- With regard to the resources that private and public high schools count on we can highlight that private high schools have a variety of them and applied to the multiple intelligences and different students' levels in comparison to the resources we found in public high school.

## RECOMMENDATIONS

- Teachers from public high schools should increase the use of supplementary materials in their classes since it improves the teaching–learning process. Thus, they will enhance the students’ interest, and expectation.
- In both public and private high schools, educators should explain to the authorities about the importance of the use of supplementary materials in EFL classes, in order to get their support for acquiring and using them during the development of the class.
- Since the white board is one of the main sources in the classroom, it should be of great importance to keep it in adequate condition, appropriately placed and kept in perfect conditions in general.
- Educators should consider the use of supplementary materials as an important element that can benefit the teaching-learning process.
- It is recommendable that teachers use appropriate materials, in relation to the students’ age, level and use these aids which will help students to develop their language knowledge and skills according to their learning styles and needs. In this way, educators can always use adequate tools during the period of class to achieve successful learning.



- It should be considered the importance of the use of the technology as supporting material such as videos, internet, on line activities etc. all of them influence directly the students' engagement and motivation. For this reason, educators in both private and public high schools should be very careful in selecting, using and managing these tools appropriately.

## REFERENCE

- Caprini, M. (2007). *Large Scale Access Test and Online Interfaces* [Horia Hulubei National Institute .
- Cornett, J (1983). *Teacher personal theorizing: connecting curriculum, practice, theory and research*. New York: State University of New York Press.
- Darhmardeh, M (2009) *English language text books in Iranian Secondary Schools*. Bern: University of Bern.
- Ehrman, B. & Oxford, R. (1996) Learning Styles and strategies. The Role of Styles and Strategies in Second Language Learning. ERIC Clearing house on Languages and Linguistics Washington DC. Retrieve from <http://www.ericdigests.org/pre-9214/styles.htm>
- Flanagan, B. & Calandro, S. (2005) Podcasting in the classroom. *Learning and leading with technology*, 33(3), pg. 20 – 23.
- Gardner, H. (1983) *Frames of Mind: The Theory of Multiple Intelligences*. New York, Basic Books.
- Goleman, D (1995) *Emotional Intelligences and Social Intelligences* New York: Bantam.
- Gömleksiz, M.N (2001). The Effects of Age and Motivation Factors on Second Language Acquisition. *Firat University Journal of Social Science*. Retrieve from <http://pdfcast.org/pdf/the-effects-of-age-and-motivation-factors-on-second-language-acquisition>
- Guevara y Gutierrez (2003) *Redalyc. The language laboratory and the EFL course*. Electronic Magazine “ Actualidades Investigativas en Educación University of Costa Rica Magazine @ inie.Ucr.ac.cr Costa Rica.
- Hardman. M.L., Drew, C. J., & Egan, M.W. (1999) *Human Exceptionality: Society, School, and family* (6<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Hill, W.F.(2002) *Learning: A Survey of Psychological Interpretations* (7<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Jung, C. (1967) *Psychological types* Vol. 6 Chapter x. Princeton: Princeton University Press.
- Kelsen, B ( 2009) *Teaching EFL to the generation: A Survey of Using You Tube as Supplementary Material with College EFL Students in Taiwan*. Yuanze University, Taoyuan, Taiwan.

- Krashen, S. D & Terrell, T. D. (1983) *The Natural Approach: Language acquisition in the classroom*. London, United Kingdom. London, Prentice Hall Europe.
- Navas,B,C.A. (2006) *The Language Laboratory and the EFL course*. Electronic Magazine Education Researches. Costa Rica. Vol.6 N°.2 p.1-25.
- Palmer & Parker (2004) *Teaching with Heart and soul: Reflections on Spiritually in Teacher Education*. Journal of Teacher Education. Cambridge Island, WA: Center for Courage & Renewal.
- Salcedo, C. S. (1996) Using Multimedia to stimulate the target culture: The closest thing to being there. *Proceedings from the 1996 International Conference on Technology in Education, New Orlands, LA; March 24*.
- Shu-Mei Chow, G, Jones, A Tsai, C & Chuang (2010) *Adopting Supplementary materials Taiwan*. Gas.hk.edu.tw/main/download/ journal/ 59/25-41.
- Spratt, M (2005) *Teaching Knowledge test course*. Cambridge: Cambridge University Press.
- Thanasoulas, D. (2002) The Internet TESL Journal, Vol. VIII, No. 11,
- Woolfolk, A. (2004) *For General Approaches to Motivation*. In Pearson (Eds.) *Educational Psychology*, (9<sup>th</sup> edition, pp. 353). Boston, Pearson.
- Ylanne, S.(2006) *Enhancing the quality of Teaching in Higher Education in Finland*. San Francisco: Jossey- Bass/ Wiley.

Annex N°1

**Chart One:** Type of supplementary material used in Public high school.

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:** 8<sup>th</sup>,9<sup>th</sup>, and 10<sup>th</sup> grades

Annex N°2

**Chart Two:** Type of supplementary material used in Private high school.

VARIABLE	INDICATORS	YES	NO
VISUAL	Flash cards		
	Power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White / black board		
	Workbook		
AUDIO	Songs		
	Dialogues		
	Stories		
	Tales		
	CD Stereo		
AUDIOVISUAL	Videos		
	Movies		
	Documentaries		
REALIA	Objects (toys, plants, fruits)		
ONLINE	Websites		

**Author:**

**Source:** 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades

### Annex N°3

**Chart Three:** Pertinence and Appropriateness of the supplementary material used in public high schools.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		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										
	Dialogue										
	Stories										
	Tales										
	Cd/ stereo										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:.**

**Source:** 8<sup>th</sup> grade

Annex N°4

**Chart Four:** Pertinence and Appropriateness of the supplementary material used in public high schools.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		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										
	Dialogue										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:**

**Source:** 9<sup>th</sup> grade

Annex N° 5

**Chart Five:** Pertinence and Appropriateness of the supplementary material used in public high schools.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		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										
	Dialogue										
	Stories										
	Tales										
	Stereo										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:**

**Source:** 10<sup>th</sup> grade



## Annex N° 6

**Chart Six:** Pertinence and Appropriateness of the supplementary material used in private high schools.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/black board										
Work book											
Audio	Songs										
	Dialogue										
	Stories										
	Tales										
	Cd/stereo										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:**

**Source:** 8<sup>th</sup> grade

Annex N° 7

**Chart Seven:** Pertinence and Appropriateness of the supplementary material used in private high schools.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		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										
Workbook											
Audio	Songs										
	Dialogue										
	Stories										
	Tales										
	Cd/ stereo										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:**

**Source:** 9<sup>th</sup> grade

Annex N° 8

**Chart Eight:** Pertinence and Appropriateness of the supplementary material used in private high schools.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		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										
Workbook											
Audio	Songs										
	Dialogue										
	Stories										
	Tales										
	Cd										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:**

**Source:** 10<sup>th</sup> grade

Annex N° 9

**Chart Nine:** Quantitative tabulation Frequency of use of supplementary material in 8<sup>th</sup> grade

Variable	Indicators	Public		Private	
		F	%	F	%
Visual	Flash cards				
	Power point presentations				
	Maps				
	Pictures				
	Charts				
	Handouts				
	Posters				
	Word cards				
	White/black board				
	Workbook				
	Audio	Songs			
Dialogue—					
Stories					
Tales					
Cd/ stereo					
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	Objects (toys, plants, fruits)				
Online	Websites				
<b>TOTAL</b>					

**Author:**

Annex N° 10

**Chart Ten:** Frequency of use of supplementary material in 9<sup>th</sup> grade

Variable	Indicators	Public		Private	
		F	%	F	%
<b>Visual</b>	Flash cards				
	Power point presentations				
	Maps				
	Pictures				
	Charts				
	Handouts				
	Posters				
	Word cards				
	White/black board				
	Workbook				
<b>Audio</b>	Songs				
	Dialogue				
	Stories				
	Tales				
	Cd/ stereo				
<b>Audiovisual</b>	Videos				
	Movies				
	Documentaries				
<b>Realia</b>	Objects (toys, plants, fruits)				
<b>Online</b>	Websites				
<b>TOTAL</b>					

**Author:**

Annex N° 11

**Chart Eleven:** Frequency of use of supplementary material in 10<sup>th</sup> grade

Variable	Indicators	Public		Private	
		F	%	F	%
<b>Visual</b>	Flash cards				
	Power point presentations				
	Maps				
	Pictures				
	Charts				
	Handouts				
	Posters				
	Word cards				
	White/black board				
	Workbook				
	<b>Audio</b>	Songs			
Dialogue					
Stories					
Tales					
Cd					
<b>Audiovisual</b>	Videos				
	Movies				
	Documentaries				
<b>Realia</b>	Objects (toys, plants, fruits)				
<b>Online</b>	Websites				
<b>TOTAL</b>					

**Author:**

Annex N° 12

**Chart Twelve:**

<b>Grades</b>	<b>Public (f)</b>	<b>Private (f)</b>
8 <sup>th</sup>		
9 <sup>th</sup>		
10 <sup>th</sup>		
<b>TOTAL</b>		

**Author:**

Annex Nº 13

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: \_\_\_\_\_

GRADE. \_\_\_\_\_

TOPIC OF 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 board	
Audio	Songs	
	Dialogues	
	Stories	
	Tales	
Audiovisual	Videos	
	Movies	
	Documentaries	
Realia	Objects (toys, plants, fruits)	
Online	Websites	



Anexo Nº 14

**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 objective 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 students`level? Yes \_\_\_ no \_\_\_ Why?

---

---

---

Was it used elaborated and applied with creativity and originality? Yes \_\_\_ no \_\_\_ Why?

---

---

---

Were students motivated with the presented material? yes \_\_\_ no \_\_\_ Why and How?

---

---

---

---

Anexo Nº 15

STUDENT'S SURVEY

TYPE OF THE INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: \_\_\_\_\_

CLASS Nº \_\_\_\_\_

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 qué materiales crees que aprenderías mejor el tema de clase?					
<b>VISUALES</b>		<b>AUDIO</b>		<b>OBJETOS REALES</b>	
• Flash cards	( )	• canciones	( )	• objetos: (juguetes, plantas, frutas, etc.)	( )
• Diapositivas	( )	• diálogos	( )		
• Mapas	( )	• historias	( )		
• Gráficos o fotos	( )	• cuentos	( )	<b>ONLINE</b>	
• Tablas u organizadores gráficos	( )	<b>AUDIOVISUALES</b>	( )	• websites	( )
• Hojas con actividades	( )	• videos	( )		
• Posters	( )	• películas	( )		
• Tarjetas con palabras	( )	• documentales	( )		
• Pizarrón blanco o negro	( )				
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
_____					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?					
( ) siempre ( ) de vez en cuando					

**TEACHER`S SURVEY**

**TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )**

**DATE:** \_\_\_\_\_

**CLASS Nº** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

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

---

---

---

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

---

---

---

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

---

---

---

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

---

---

---

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

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

Why?

---

---

---