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

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English as a Foreign Language

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CERTIFICATION

Lic. Elsa Morocho

CERTIFIES THAT:

This research study 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 Tècnica Particular de Loja.

Loja, May 2012.

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CONTENTS

Preliminary Pages	
- Certification	ii
- Contrato de Cesión de Derechos	iii
- Authorship	iv
- Contents	v
Abstract	1
Introduction	2
Methodology	6
Discussion	8
- Literature Review	8
- Results	23
- Description, Analysis and Interpretation of Results	35
- Conclusions	123
- Recommendations	125
References	127
Annexes	129

ABSTRACT

The present research is related to “The use of Supplementary materials in EFL Classes: A Comparative analysis of public and private high schools”. The aim of this research is to know the frequency, pertinence, and appropriateness in the use of supplementary material in public and private high schools.

This research was carried out in Quito in a public high school and in Tumbaco in a private one. The sample chosen for this study were 8th, 9th, and 10th grades; 15 classes were observed in each high school. The students were boys and girls between 12 to 16 years old.

The methods used in this research were qualitative in order to analyze and describe the supplementary materials used in EFL classrooms, their appropriateness and variety; and quantitative method to establish the frequency of use of those materials.

The main conclusion of this research is that the supplementary materials used in both high schools observed were: visual, audio, and realia, while the one most used was the whiteboard.

INTRODUCTION

Teaching English as a foreign language is a very complex task. This research stresses the need to make English language lessons easy and enjoyable through the use of instructional aid. In most schools, the poor performance in English language is the result of teaching only based on a textbook. Teachers do not have enough teaching aids and where they are available they are inadequate and obsolete and used inappropriately. This study is aimed at finding whether or not teachers in public and private high schools use supplementary materials in their classes, and if they are used how pertinent, appropriate, and qualified these materials are.

The specific objectives proposed of this study were:

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

The Universidad Técnica Particular de Loja, knowing that the use of supplementary materials is very important, has promoted this study, under the topic "The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools".

The results of the study will be of great importance to provide information to those responsible of improving the quality of the education of English as a foreign language in Ecuador as the same model will be applied throughout the country.

Previous studies have been made on this subject, which will be referred to below.

Baxter (2009) mentions that journals provide an opportunity to find a personal connection with the course material. The author worked with a group of college students who wrote journals on different topics every day. Then, the topics were connected with the class to be taught. Finally, at the end of the semester, students enjoyed writing journals, which were less formal. The activity applied was mostly successful, although the author found that at the beginning a limitation was that students did not know exactly what a journal was, and some of them were skeptical and worried about deciding on a topic to write on.

Floris (2005) demonstrated that literary texts in English written by Asian authors should be more extensively used as language teaching material designed for English as a Second / Foreign Language classrooms in Asian countries. Students felt that when using local cultural content, their local and cultural identities were enhanced while learning the language. The limitation identified by the author was that students were not very motivated in learning English as, previously, native English literature was used and the

texts were written by native speakers of English. Such texts were always associated with a higher degree of language proficiency, making student's understanding difficult, and therefore complicating the learning process.

Bell (2003) argued that audiovisual texts are more understandable for second language learners. For instance, students watched TV news about different topics, they were provided with worksheets to fill in the gaps the missing. Next, students answered four questions about the topic, which showed that watching a video helped them improve their understanding of the language. One of the limitations in this study was the fact that various regional dialects were used in the news selected. The students indicated that some news were easier to understand than others, in terms of vocabulary and formality of the language.

As in the studies mentioned above, the main beneficiaries in the present study will be the students, the teachers and the institutions that contributed to make it possible. Students will be more motivated to learn English. To awaken students' interest in their classes, teachers should use supplementary materials to improve the learning process. The educational institution must motivate teachers to use supporting materials in their classes.

This study presented some methodological limitations. Three teachers refused to respond to the questionnaire in English as they

were afraid to be criticized about their language proficiency; they answered them in Spanish. Others refused to be observed.

METHODOLOGY

This research was carried out in two high schools; a public high school located in Quito, and in a private one located in Tumbaco.

For this purpose, 15 classes were observed in each school, where students' age ranged from 12 to 16 years old, and who attended 8th, 9th, and 10th grades. Classes in the public high school took place between 1:00 to 7:00 p.m. and the number of students per class was between 45 to 52 students. Their knowledge of English was basic. On the other hand, in the private high school there were between 29 and 35 students per class; students attended classes from 7:00 to 1:15 and their knowledge of English and pronunciation was slightly more advanced, due to the fact that some students had been taking additional English classes in the afternoon.

To carry out this research first several studies, magazines, journals and books were read and analyzed. It is necessary to mention that the research used the following techniques: reading, note-taking to collect the bibliographic information and surveys to obtain first-hand data. Also, the instruments used were: data collection formats, observation formats, and tables. The data collected was emptied into some charts and are the bases for the Literature Review.

Then, through the class observations sheets, questionnaires and surveys, the data collected in the two high schools was emptied into charts and analyzed. Using the Qualitative method, the data

collected was analyzed and described according to the pertinence and appropriateness of the supplementary materials used by teachers.

Afterwards, the information from the class observation sheets was classified in quantitative charts to determine how frequently each of the variables was used in eighth, ninth and tenth grades, obtaining statistical charts and percentages according to the frequency of their use. Finally, the information obtained in the two high schools was compared to find results and recommendations.

DISCUSSION

Literature Review

The teaching of English as a foreign language is complex because it involves different aspects of the language, the teacher and the student. In the present literature review, some of these aspects will be mentioned to have a better approach to what EFL is in our country and how supplementary materials are used in our educational context. The analysis below will include topics such as: teaching a foreign language, learning styles, teaching methodology and techniques, different teaching contexts, and the role of supplementary material in the classroom. Now, we will proceed with the analysis of the different topics mentioned above.

Teaching a foreign language

When we teach a foreign language we have to take into account that this subject requires a lot of dedication and motivation from students and teachers because in a language, teachers do not only teach grammar rules, vocabulary, useful expressions, etc. A language includes the knowledge about the culture of the studied language and to value students' own culture through useful materials that are relevant to the interests of our students.

To start with, Bumpass (1993, p. 12) says "...A guiding principle for teaching a Foreign Language is to present all the materials in situations which are natural and meaningful to the pupil and are on their interest and emotional levels..." In fact, teachers

must be prepared with the materials that can be interesting to the students and encourage them to learn the new language because it is important in these days where the global system needs people that know at least two languages. Additionally, approaches, methods, and techniques are functional tools for teaching English as a foreign language. These tools depend on several factors such as: age, sex, and interests of the pupils.

Learners

Age: children, adolescents and adults

One of the factors to teach English is the age of the students because they differ according to their maturity; the environment and other aspects influence the way that some students mature and this affects the learning process of a second or foreign language. For example, when teaching English to children, teachers can notice that they are filled with energy and are always willing to participate in singing, dancing, jumping, and playing. Accordingly, if teachers are in front of this kind of group they have to be very dynamic.

Phillips (2000, p. 6) argues "...Children communicate a great sense of energy, curiosity, and involvement...". In effect, the curiosity that they feel to explore new words makes that they enjoy an active learning environment. In the same way, adolescents need to be involved in many meaningful activities because during this age, their motivation will depend on how relevant the activities are in terms of their interests. In contrast, adults are more conservative than

children and adolescents. Many times, they are not so willing to participate in different activities if these go against their set of values or habits; this is supported by Otto (1987, p.37) "...Older people are supposed to have superior judgment and more stability, but they also seem slower and more conservative..."

Learner differences

All these factors make that every student learns in a different way but they can find that learning a foreign language is exciting because they can communicate their points of view, experiences, and transmit their culture to other people.

Otto (1987, p. 39) says "...It is the responsibility of the instructor to use the best methods of teaching for a particular group and select the most appropriate materials..." This means that we, as teachers must choose an adequate method for teaching each group taking into consideration all the themes mentioned above.

Motivation

Spaulding (1998, p. 4) reports "...All behavior occurs for a reason, that is, all behavior is the result of motivation..." In this quote we can notice that motivation is an important factor that influences our behavior and the way we solve problems or how we perceive life. The entire learning context seems to be related to motivation because if teachers have students with a high degree of motivation the class is not boring, they learn faster, and the participation is more active.

In addition, the motivation starts from the teachers because they transmit their attitude to their pupils, so if they do not transmit enthusiasm the class can become boring. Moreover, there are two kinds of motivation: extrinsic and intrinsic. The extrinsic motivation is when students are motivated by external rewards. And intrinsic motivation is when students have a personal desire for doing things. Teachers can use extrinsic or intrinsic activities to increase the motivation in the students and for this reason; teachers have to know the group that they have in front of them as well as their preferences.

As a conclusion, as Walker (2005, p. 5) says: "...If the task is judged important, the individual will be motivated to engage in the new task."

Learning styles

Tokuhama (2009, p.65) states "...Humans can and do learn in a variety of ways or modes. This category of concepts refers to just how people construct knowledge through different experiences..." People are different and the way they learn is different too. With the point of view of Tokuhama we can be clear that the teacher must know the group of students and know something about each one. This helps us to look for the best strategy and methodology to work with students according to their preferences, and then evaluate their knowledge by using an appropriate method.

Along with this, we can find different types of learners such as: auditory learners who like to hear and they get the information

through it. Visual learners like to see and then they have a mental concept in their minds. Kinesthetic learners, who enjoy making movements with their body, are quite dynamic, for example children are mostly kinesthetic learners.

Walker (2005, p. 5) says "...When we stand, we increase the flow of fluids to the brain and we do learn better..." It is advisable that teachers notice the attitude of pupils when the teacher enters the classroom; before starting the class, if teachers feel that the environment is not fine, they must change it through dynamics, songs, or exercises. After that, they can start the class.

Teaching techniques

There are different teaching techniques, which are present in the four language skill, and whichever they are, they help to improve the language learning.

Halliwell (2000, p. 18) states "Teaching will sometimes involve teachers in adapting the textbook or in devising activities of their own." On different occasions teachers have adapted the textbooks with activities according to the reality of their students to get their attention because it makes no sense if students do not participate actively in the new language. All the techniques that teachers believe are necessary must encourage the students to learn more and specially transmit their feelings to others through the learned language.

Teaching adolescents

In his research, Clark (1999, p. 27) claims “...Adolescence is a period of change accompanied by rapid and uneven growth. These changes may cause many conflicts within an adolescent and in youthful social relations...” This means that the adolescence is a critical period where teenagers need more comprehension because they are giving another big step in their lives, and if teachers cannot understand the students, they could have problems in their relationship with them. In consequence, teachers should find the correct way to deal with them to avoid any kind of conflict.

Then, Clark (1999, p. 27) suggests that “...They need much support as they start their journey toward independent adulthood...” They need to have guidance but their way of thinking must be taken into account at the moment of resolving a task. It is very important because it will show that their point of view is relevant. For example, for reading activities, teachers can use magazines, newspapers, comic books, etc. For listening, students can enjoy listening to songs they like. For writing, they might write instructions to use a computer program. And for speaking, they could talk about topics of their own interest.

Different teaching contexts

Kellaghan (2003, p. 390) claims “Context means something that surrounds and influences, as environment or circumstances.” According to the previously mentioned quote, the place where we live,

our family, friends, or religion influence our learning because these factors shape a person's way of thinking. It is for this reason that the material used in classes must be chosen according to age, sex, and learning styles from the students. For instance, teachers can use local songs to practice listening, or for reading they can enjoy reading stories about their country and then, from other countries to compare experiences between them. Supplementary materials can be used to stimulate and develop linguistic skill of the students.

According to Bullard (2010, p. 49) "...Small groups benefit all ability levels, especially if the teacher is trained in cooperative learning strategies..." From this, we can assume that one important factor for learning a foreign language is to work in small groups because all the members can participate, notice, and learn from the errors of their peers.

Additionally, Bullard (2010,p. 50) states "... Determined the number of children in the classroom and how children will be grouped are important consideration in establishing a context for learning..." This is important because teachers can know about the group and the adequate material to be used in class.

Supplementary material

In his research, Voltz (2010, p. 34) asserts "... Materials are used to support instruction and create outcomes for diverse students; they can be textbooks, workbooks, or worksheets..." As a result, supplementary materials are all the material that teachers use to

teach English and get the attention of the students for a correct understanding and learning of the language. There are many supplementary materials that teachers can use in their classes, some of them are: visuals, audio, audiovisual, realia, and online.

Then, Voltz (2010, p. 36) emphasizes about the importance of supplementary materials "...These materials are used to give students multiple means of representation of concepts..." This means that the concepts that we are going to teach can be represented in flashcards, drawings, clues, charts, etc. They are important because they catch the attention of the students and make the understanding of the new language easier. Repeatedly, teachers do not need to translate the words because by only seeing the picture or flashcard, students understand the concept of a word.

Supplementary materials are important because they make a class interesting and they awake the curiosity in the students and permit that they can learn faster and enjoy the class. What is more, teachers must be careful at the moment of choosing the correct supplementary material because it must be connected to the topic that teachers are going to teach, to the preferences of students, and to the goal that they want to comply with them.

Gagnè& Briggs (1990, p. 174) argue "...The teacher's lesson plans are designed to indicate how the selected supplementary material will be used to promote motivation and participation in learners..." On the role of supplementary material we can notice that

it is important to say that the role of supplementary material is to conduct a good class, and to describe all the aspects that teachers think are important at the moment to present the different contents in front of the class through a simple way. The supporting materials must be designed according to the aims of the class; the selection of an adequate didactic material constitutes an important step in the educational system.

Visual, audio, audiovisual, realia, online.

When we refer to visuals we are talking of all the materials that students can observe, for example: pictures, videos, slides, posters, photos, etc.

Flashcards: “Traditionally, flashcards have been used to study vocabulary...However, flashcards can also be used to help students in ... making meaningful connections and processing the material more thoroughly.” (Dodge, 1994, p.2).

McClellan (2000, p. 6) claims that “... pictures are illustrations that are important in conveying meaning...” These materials are used with students because they like to look at pictures and relate them with real life objects, places or situations.

Songs open learners a way to put their imagination to use and students, especially adolescents, like them and put a lot of effort into learning the lyrics. It is up to the teacher to select the songs that relate to the topic of the class. Besides, a whole range of social values

can be transmitted through songs. As Siruno (2001) very wisely states:

The place of music in modern educational programs is a vital one. The interpretation of all learning is influenced by acquaintance with aesthetic and music as a cultural subject has the power to enrich and vivify the entire school program (...) (p. 30)

On the other hand, Voltz (2010, p. 175) states "... Audiovisuals can be cassette recorders, videos, computers, etc. They present information in a pictorial fashion..." This helps to listen and to look at the same moment when we are learning a new language.

The same can be said about *dialogues* where teachers can apply to promote group dialogue to interact in collaborative work; they can be simple ones that describe a daily routine or difficult ones like a "pretend" job interview. "... Theoretical material presented in the classroom comes to life in the intergroup dialogues and takes on greater meaning for the students" (Hurtado, 2001, p. 95).

Besides, Voltz (2010, p. 175) claims that "... Realia are actual objects which are used as examples, they are used to stimulate spoken or written language production." Alternatively, real objects can be used at the moment of explaining a class, for example when teachers observe that students are interested in using cell phones,

computers, games, lipsticks, etc. Teachers can take advantage and use them for teaching grammar and vocabulary.

Voltz (2010, p. 175) reports “...Online material can help people to have information on the internet...” Nowadays, the Internet is everywhere and is necessary to find information, activities, resources and advice that student or teachers want to obtain in a fast and easy way.

In the following paragraphs previous studies about the use of supporting material in EFL or ESL classrooms are mentioned to show that their use has improved the quality of the learning process as it motivates students; the researchers to be analyzed are: Baxter, Cervantes, Floris, Bell, and Hwang, whose work contributed to the development of language pedagogy.

In the study done by Baxter (2009), the principal aim is to show that Journals offer an opportunity to find a personal connection between the student and the course material; to do so, the author performed a case study with a group of college students. This study took place at the American University of Bulgaria in the spring of 2007. First, each student bought a notebook to be used as journal; the language of the journal would only be English. Then, students were encouraged to write for five minutes per week about a wide variety of topics connected to the class. As a consequence of these weekly rituals, students started feeling more confident about their own writing skill, and realized that writing should not always be

formal; finally, by the time the Semester ended their journals were less formal. As a result, students considered that this process of learning was easy, and felt motivated to keep their journals. Plus, they understood that journals stimulated their critical thinking and they had also become more spontaneous when expressing their ideas. Finally, the author concluded that Journals offer an opportunity for students to find a personal connection with the course contents.

In Cervantes' research (2009) the principal goal was to demonstrate that games provide a perfect opportunity for the teacher to take the backseat and let the students do the talking. This study was carried out in the University of Philippines. First, the researcher changed the game "Taboo" according to the specific language needs of the classroom. Then, students played this game describing the key word in complete sentences; after that, students received one point for the correctness of sentences. Next, students filled out a questionnaire to evaluate the use of that particular game in their class. Finally, students had a test about the knowledge (grammar or vocabulary) they had learned and later practiced with the game.

The results were that students formulated "Wh" questions and answered them correctly; then, students reported that games had had positive effects such as motivation and an active participation in class. Finally, the author concluded that University ESL lessons do not have to be boring, and games are not only for children, and

teachers should explore students' interests so that students look forward to their next English class with enthusiasm.

In a different the study done by Floris (2005) the aim is to demonstrate that literary texts in English which are written by Asian authors should be more extensively used as language teaching material designed for EFL/ESL classrooms in Asian countries. This study was performed with students from Asian countries in high school. First, a small-scale survey conducted in a Singaporean Secondary school, pointed out that student had to deal with problems in comprehending the 'alien cultural settings' in foreign textbooks. Then, another survey carried out in a Thai university indicated that certain native English texts are full of lexicon and grammatical complexities. Finally, students were exposed to textbooks which used their own local cultural content and were written by Asian authors who were aware of the culture; consequently, students enhanced their local and cultural identities and value systems while they were learning the language, and were motivated in learning another language through their own context.

Furthermore, Bell (2003) supports that audiovisual texts are more comprehensible for second language learners. This study was conducted in a University of Japan with a group of male and female Japanese university seniors of low-intermediate to advanced proficiency. First, students saw TV news in their English classes about: Children and guns, getting a bicycle for your child, landing on

Mars, and Census Data. Subsequently, they were provided a worksheet in order to predict meaning of several words and fill in with missing information; additionally, they could also comment on the videos presented; they would give their opinions or contribute to the class with extra data related to the news.

Finally, students answered at least four questions about the topic, especially with related to students' own experiences. As a result, through seeing a video, students improved their understanding of the target language because visuals speak for themselves and students showed excellent results in listening comprehension. Finally, the author concludes that the constant usage of American TV news also makes anchors and reporters good sources of high frequency idiomatic language.

In the research developed by Hwang (2005) shows that current popular material such as: best-selling stories, essays, TV news, magazines, talk shows, etc, are relevant to learners' lives and are a useful tool to observe common use of language. It occurred in Taiwan with middle and high school students. At first, the author adopted the magazines, or TV programs that she saw as material for the EFL textbooks in these classes to motivate students to read English magazines and listen to popular music. As a result, students were motivated to use listening or reading materials that gave them opportunity to interact with authentic oral or written texts. Finally, the author concluded that English textbooks, authored by educators

rather than professional writers, tend to carry a preaching and patronizing tone which undermines motivation towards English lessons.

Results

Qualitative Tabulation

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: Fernanda Albán

Source: 8th, 9th, and 10th grades

Chart two: Type of supplementary material used in the private 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: Fernanda Albán

Source: 8th, 9th, and 10th grades

Chart three: Pertinence and Appropriateness of the supplementary material used in public high school

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

Author: Fernanda Albán

Source: 8th grade

Chart four: Pertinence and Appropriateness of the supplementary material used in public high school

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

Author: Fernanda Albàn

Source: 9th grade

Chart five: Pertinence and Appropriateness of the supplementary material used in public high school

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

Author: Fernanda Albàn

Source: 10th grade

Chart six: Pertinence and Appropriateness of the supplementary material used in private high school

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

Author: Fernanda Albàn

Source: 8th grade

Chart seven: Pertinence and Appropriateness of the supplementary material used in private high school

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

Author: Fernanda Albàn

Source: 9th grade

Chart eight: Pertinence and Appropriateness of the supplementary material used in private high school

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

Author: Fernanda Albàn

Source: 10th grade

Chart nine: Frequency of use of supplementary material in 8th grade

Variable	Indicators	Public		Private	
		F	%	f	%
Visual	flash cards	1	9.09	1	5.88
	power point presentations	0	0	0	0
	Maps	0	0	0	0
	Pictures	1	9.09	2	11.76
	Charts	0	0	0	0
	Handouts	0	0	0	0
	Posters	1	9.09	3	17.64
	word cards	0	0	0	0
	white/black board	4	36.36	5	29.41
Audio	Songs	0	0	1	5.88
	Dialogues	1	9.09	2	11.76
	Stories	0	0	1	5.88
	Tales	0	0	0	0
Audiovisual	Videos	0	0	0	0
	Movies	0	0	1	5.88
	Documentaries	0	0	0	0
Realia	Objects (toys, plants, fruits)	3	27.27	1	5.88
Online	Websites	0	0	0	0
TOTAL		11	100%	17	100%

Author: Fernanda Albàn

Chart ten: Frequency of use of supplementary material in 9th grade

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards	0	0	2	12.5
	power point presentations	0	0	0	0
	Maps	1	6.66	0	0
	Pictures	2	13.33	2	12.5
	Charts	0	0	0	0
	Handouts	0	0	0	0
	Posters	0	0	2	12.5
	word cards	0	0	0	0
	white/black board	5	33.33	5	31.25
Audio	Songs	1	6.66	0	0
	Dialogues	2	13.33	3	18.75
	Stories	0	0	0	0
	Tales	0	0	0	0
Audiovisual	Videos	0	0	0	0
	Movies	0	0	2	12.5
	Documentaries	0	0	0	0
Realia	objects (toys, plants, fruits)	4	26.66	0	0
Online	Websites	0	0	0	0
TOTAL		15	100%	16	100%

Author: Fernanda Albán

Chart eleven: Frequency of use of supplementary material in 10th grade

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards	0	0	2	11.76
	power point presentations	0	0	0	0
	Maps	0	0	1	5.88
	Pictures	2	13.33	2	11.76
	Charts	0	0	0	0
	Handouts	0	0	0	0
	Posters	0	0	1	5.88
	word cards	0	0	0	0
	white/black board	5	33.33	5	29.41
Audio	Songs	0	0	0	0
	Dialogues	3	20	3	17.64
	Stories	0	0	2	11.76
	Tales	0	0	0	0
Audiovisual	Videos	0	0	0	0
	Movies	0	0	1	5.88
	Documentaries	0	0	0	0
Realia	objects (toys, plants, fruits)	5	33.33	0	0
Online	Websites	0	0	0	0
TOTAL		15	100%	17	100%

Author: Fernanda Albàn

Chart twelve:

Grades	Public (f)	Private (f)
8th	11	17
9th	15	16
10th	15	17
TOTAL	41	50

Author: Fernanda Albán

Description, Analysis and Interpretation of Results

The present section deals with the description, analysis and interpretation of the data obtained from the observed classes in the public and private high schools. For this purpose, detailed description will be given of each of the supplementary materials used in each class, followed by an analysis on its pertinence: to the class content and objective; its appropriateness: to the level, understanding, age of the students; and its quality: the material used was well designed.

Public High School

Fifteen classes were observed in the Public High School, and in the three observed grades teachers used the following supplementary materials: flash cards, maps, pictures, posters, whiteboard, songs, dialogues, and realia.

8th Grade

Whiteboard

In the first class, with students between 12 and 13 years old, the teacher used the whiteboard to explain the theme *My Classroom* and the use of *there is* and *there are*, with the objective of practicing vocabulary related to the classroom and how to use *there is* and *there are* for singular and plural.

First, the teacher wrote the names of some classroom objects: desk, chair, whiteboard, book, map, among others and she gave

examples using 'there is' and 'there are': 'There is a desk', 'There are desks'. The students gave oral examples using the grammar structure and the new vocabulary. Then, some of the students were called to the whiteboard and asked to write similar exercises to practice how to write the new learned structures, while their classmates copied the exercises on their notebooks. Finally, they compared their answers and corrected the sentences.

This visual material was pertinent because it helped the students understand the grammar structure and the new vocabulary words in the lesson. Also, this aid was important for the students' participation, students demonstrated a lot of interest in the explanation of the teacher.

The supplementary material was also used appropriately by the teacher because the examples were related to the students' level; they already knew some of the vocabulary words, such as: chair, desk, table, whiteboard, and cupboard.

It is worth mentioning that the teachers' handwriting was understandable, it had appropriate size for the students to understand; the explanation written was neat and visible; the title and the important grammar structures were written with red marker.

In the second class, the topic of the lesson was *Classroom objects and Positions* and the objective was to develop speaking and writing skills using the structures learned.

On this occasion, the teacher used the whiteboard to explain how to use prepositions of place (near, next to, under, over, between, in front of, behind) to describe the position of several classroom objects. She gave examples, like: 'The whiteboard is near the window'. The students followed her example and gave oral sentences using the prepositions, the new words and the classroom vocabulary previously learned. Some students wrote on the whiteboard sentences with the learned structure and together they corrected the spelling and grammar mistakes. Next, students wrote a description of their classroom using sentences such as: 'The whiteboard is on the wall.' or 'The bin is near the door'.

As previously stated, this supplementary material was used appropriately in relation to the students' level, age and understanding. The students were able to easily complete the exercises on the whiteboard and later in their books. It can be determined that the use of the whiteboard was important for the students' participation and understanding.

Lastly, the teachers' handwriting was well organized, the title and the important grammar structures were written with red marker, and the exercises with black marker.

The topic of the lesson in the third class was *School Things*; its objective was to build *vocabulary* related to school objects, such as: pen, pencil, desk, book, ruler, school bag, pencil case, notebooks and text book, *colors* and how to use *simple present tense*.

This visual aid was pertinent because it helped the teacher present the vocabulary and write a list of familiar colors such as: blue, red, yellow, green, and pink to make sentences using the simple present tense by using school objects. The whiteboard was well used because the teacher write the different colors with different color markers, highlighting the new words and facilitating the class explanation.

The whiteboard was used appropriately because the teacher took into account the students' level when writing the grammar exercises on the whiteboard. It was also used according to their age as the vocabulary introduced was familiar to the students. The structures taught were well distributed facilitating the students' understanding and the teacher's handwriting was clear and well organized.

In the fifth and last class, the topic was *Occupations*. The teacher used the whiteboard to explain the lesson by writing examples of occupations, such as: doctor, architect, and teacher, among others. The class objective was to practice Wh-questions in simple present tense and to develop the writing skill.

The use of the whiteboard was pertinent in relation to the content and helped the teacher explain the students about the use of the simple present tense and how to make correct questions with the verb 'to be' and other verbs, such as 'live' and 'go' to ask about people's occupations and where they live. The teacher wrote the

grammar rule about the simple present to remind students about this structure and wrote sentences about occupations 'He is a doctor' and where someone lives 'Where does she live?', ' She lives in Ibarra'. Next, the students were asked to write on the whiteboard examples using the same patterns.

It is important to mention that the use of the whiteboard was appropriate because the students understood the examples and could actively participate using the new vocabulary, the Wh- words and the simple present tense. Moreover, they could associate the occupations to what they might become in the future. The teacher wrote with clear handwriting and two markers, red and black. The black marker was used to write the sentences, and the red one to underline the occupations and the Wh- words. This technique grabbed the students' attention,

Posters

In the second class observed, a poster about the classroom objects was used to introduce the topic *Classroom objects and positions*; the objective was to develop the speaking skill. First, the teacher pointed to the different objects in the poster (book, pencil case, ruler, pen, and others) to present the prepositions 'near the door', 'on the wall', 'near the window', among others. This poster was pertinent because the students observed it, pointed to the different classroom objects, repeated their names and gave different oral examples using the prepositions of place, according to the objective of

the class. After, most of the students gave an oral example the teacher felt that the students had mastered the new structure and vocabulary in an oral way.

The use of the poster was appropriate in relation to the students' level, age and understanding. Through it, they understood the prepositions of place easily, they participated in the class by giving oral examples, and they were motivated to speak by looking at the classroom objects on the poster.

Additionally, the quality of the poster was excellent because it was big enough for everyone in the class to see the objects clearly and to catch the students' attention due to the bright colors used. Lastly, it is important to mention that this poster had been made by the teacher to motivate her students as there was not much supplementary material in the institution.

Dialogues

In the second class, a dialogue from a CD was used to reinforce the grammar related to *Classrooms objects and positions*, such as: desk, chair, waste basket, on, under, next to, among others, aimed at developing the speaking skill. The students listened to a dialogue once, and then they asked the teacher to listen to it two more times.

To promote speaking, the teacher asked the students to work in pairs and ask each other questions about classroom objects, using prepositions of place. They were told they could also look at the poster seen before. The students were able to make oral questions

and give oral answers about objects they used in their everyday life in school.

Even though the dialogue had relation with the topic and mentioned class objects and where they were located in a classroom, its content was not very appropriate because it did not present students additional words to help them expand their knowledge. As a result, the students became noisy and started talking about other things and not about the proposed topic.

Lastly, it should be mentioned that the quality of the audio was good and clear, the volume used helped the students understand it.

Realia

In the third class, real classroom objects were used by the teacher to introduce the topic *School things*; its objective was to reinforce vocabulary related to school objects. The realia used was classroom objects that the teacher took from the students' desks which are used in class every day. And this supplementary material was pertinent because the teacher used some objects to explain the vocabulary, for example the teacher took an 'eraser', a 'pen', a 'ruler', a 'pencil case', a 'book', a 'folder', a 'notebook', and a 'school bag'. This realia was related to the content and the objective of the class; students pronounced and repeated the words.

The use of realia was appropriate to the students' level, age and understanding. Real objects made it easy for students to reinforce the vocabulary they had been using in various classes. By touching,

feeling and describing them, students were able to make sentences and remember their names. In addition, the quality of the realia was good and facilitated the learning process.

In the fourth class, the teacher used realia to explain about *Occupations* in order to develop the speaking skill about items people in different occupations use. To do that, the teacher gathered certain realia from the students, like: cell phone, make-up, lipsticks, calculators and mirrors to create sentences in the simple present regarding how people use these objects in their jobs. For example, the teacher said the following sentence: 'She is an architect, she uses a calculator'. Then, she asked the students to say oral sentences like the examples given, using occupations they were familiar with, such as 'farmer', 'driver', 'artist', 'policeman', 'carpenter', and 'secretary', combining them with the objects she collected from the students. It was also related to the content and the objective of the class.

Thus, the realia used was appropriate because the students could relate the objects used to their level and they were very familiar with them. Moreover, the quality of the realia was good enough to motivate students because they could see, touch and describe them.

During the fifth observed class, the teacher used realia to review *Occupations* (this topic was the same as the previous class), in order to practice Wh-questions and to develop the writing skill. Again, she used objects that the students use every day in school, like paper, notebook, ruler, and a calculator to create Wh- questions and

answers related to occupations. For example, she asked: ‘What does Daniel do? Why does he like his job?’. Then, she answered: ‘He is an architect. He likes to use rulers to draw’.

Additionally, the supplementary material was pertinent and relevant to both, the class content (Occupations) and the objective (forming Wh- questions). Students gave oral examples which were written on the whiteboard and then, they copied in their notebooks.

Furthermore, when viewing the realia the students were able to ask Wh- questions and give answers according to their level, age and understanding. The objects represented previously learned vocabulary that students had to apply to the grammar structure appropriately. Lastly, the objects used were in good shape and were easily observed and understood by the students.

Real objects can be used at the moment of explaining a class, when teachers observe that students are interested in using classroom objects, cell phones, calculators, mirrors, lipsticks, among others. Teachers can take advantage of this situation to motivate their students and as Voltz (2010, p. 175) claims “... Realia are actual objects which are used as examples, they are used to stimulate spoken or written language production.”

Flashcards

In the fourth class, the teacher used some flashcards with pictures of people at work to ask students to say sentences in simple present and review vocabulary related to *Occupations*. For example:

'She is a doctor', 'He is an architect'. First, the teacher showed the flashcards one by one; she read the name of the occupation and the students repeated them for practicing pronunciation. Students were able to form sentences with the words in the simple present tense, a structure already introduced in the previous class. For example, one student said: 'Sandra is a doctor. She works in a hospital' and the rest of the students copied in their notebooks.

Therefore, the flashcards were related to the content and the objective of the class. They were also pertinent as they helped the teacher and the students review vocabulary and grammar structures from previous classes.

Additionally, the flashcards were appropriate in relation to the students' level, age and understanding. They helped them visualize the different occupations, which motivated them to create correct sentences and retain this information. Also, students could easily make sentences using the grammar with the flashcards.

Finally, the quality of the flashcards was very good; they were clear and large enough for the students to see them well.

Pictures

In the fifth class, pictures of people in their jobs were used by the teacher to reinforce the topic about *Occupations*, with the objective of developing the writing skill in simple present, with verbs already learned. First, the teacher presented four pictures about the topic and asked different students to tell what the person in the

picture did. She asked: 'What does he do?'. The students answered using both simple present verbs and occupations, such as: secretary, carpenter, policeman, engineer, among others. Several examples were given by students before they were asked to write a short paragraph about one of the occupations in the pictures, using verbs learned in class, such as: to be, to go, to work and to live.

In conclusion, the pictures used in this class were pertinent as they helped students reinforce how to write sentences in the simple present using occupations by visualizing people working in such occupations.

Besides, the pictures were also appropriately chosen according to the students' level, age and understanding and facilitated the students' understanding of what a person who has one of the occupations does in real life.

Although the pictures were cut-outs from magazines, it should be mentioned that their quality was very good because they had good size and were colorful; facts that helped catch the students' attention and motivation.

Learning Styles

After describing and analyzing the supplementary materials used in eighth grade in the public high school, it is important to mention that, although the teacher did not consider the kinesthetic style, she considered the students' visual and auditory learning styles when teaching. For the visual students, she used realia, posters,

flashcards, pictures and the whiteboard to present new vocabulary words and grammar structures. For the auditory, she used the dialogue from a CD to reinforce students' knowledge and ability to listen to pronunciation.

All these material allowed a better understanding and helped capture students' interest and concentration in the class. Additionally, students enjoyed looking at images and listening to the dialogue, which resulted in more participative classes.

In reference to learning styles, Tokuhama (2009, p.65) states that "...Humans can and do learn in a variety of ways or modes. This category of concepts refers to just how people construct knowledge through different experiences..." It can be concluded that people are different and the way they learn is different as well. In consequence, considering this author's point of view, it is clear that teachers must know the students in their group and know how each of them learns better. This knowledge will help find the best strategies and methodologies to work in class according to students' learning preferences, thus obtaining better results in the teaching-learning process.

9th Grade

Maps

In the first class, the teacher used a map of Ecuador that showed its touristic places to talk about *Tourism*. The class objective was to learn and discuss about tourism in Ecuador and local

animals, using the simple present tense. First, the teacher pointed out the regions of Ecuador and explained each one of them, giving their names, mentioning characteristic animals, for example: ‘ It is the Galapagos Islands’,‘There are sea lions’ ,‘There are a lot of tourists there’ . This content helped student’s reinforce previous knowledge. Moreover, students participated in the class actively, giving more information about the regions, such as ‘There are turtles, whales and birds in the Galapagos Islands’, which was information previously studied by the students in the subject called Geography.

The map was an appropriate supplementary material for this class because the students needed to recall what they already knew about the different regions in Ecuador, and the teacher used it to give additional explanation about the principal tourist places. The grammar structure reviewed was in accordance to their knowledge, age and understanding. Thus, the students participated talking about the places they have visited and they expressed themselves correctly with sentences in the simple present.

It is worth mentioning that the quality of the map used in this class was very colorful, it was big enough for the students to see it clearly and it motivated them to participate.

Pictures

In the first class in the ninth grade a picture of the Cotopaxi Volcano was used by the teacher to review the class topic about *Tourism*. The objective of this class was to develop the writing skill

and promote the use of the simple present tense. To start the class, the teacher displayed the picture of the volcano, asked the students to describe it, and in pairs share the activities that they could do there.

The picture used in this class was pertinent because it was related to the content and topic of the lesson and it complied with its objective: to review the use of the simple present tense.

Moreover, this visual aid was appropriate to the students' level and understanding. It helped the students talk in pairs about the location, climate, and principal activities that they could do in the Cotopaxi Volcano. Additionally, teenagers enjoy talking about their experiences about trips and were motivated discuss touristic destinations.

Lastly, it is important to mention that the picture used were cut from magazines, it was colorful and big enough for all the students to see. It also helped the teacher improve the class by presenting a real picture of the Cotopaxi Volcano.

The teacher used a picture of 'El Ejido Park' in the third class to explain about directions and teach related vocabulary, under the topic *Tell me the way*. The class objective was to give and receive directions.

First, the teacher wrote on the whiteboard the vocabulary needed to give directions: 'go to', 'turn right', 'walk straight', 'go down' and 'get off'. Next, she gave examples using the picture of "El Ejido".

Then, the students gave their own oral examples pointing at the picture while giving the instructions.

The picture of “El Ejido” was pertinent to the class objective as it helped the teacher and the students describe the location of the park using the new vocabulary, and create new sentences to give directions to other places of interest.

Additionally, this supplementary material was appropriate since the teacher took into consideration the students’ level, age and understanding as most of them were familiar with this place. Thus, they were able to apply the new vocabulary in an adequate and creative way. Lastly, the quality of this visual aid was very good because it was a clear and colorful picture.

The use of pictures is supported by many authors, among them McClellan (2000, p. 6) who claims that “... pictures are illustrations that are important in conveying meaning...” and this was observed in all the classes where the teacher used pictures to motivate students’ to create sentences according to the topics, and to participate more actively.

Whiteboard

In the first class, the whiteboard was used to introduce the topic of *Tourism*, and the objectives were to learn about tourism in Ecuador and related vocabulary, reminding students about the use of the simple present tense.

The whiteboard was pertinently used in this class to write the new vocabulary and sentences to help students visualize the correct spelling and grammar structure used. For this, the teacher wrote some new vocabulary: 'beach', 'mountain', 'lake', 'volcano', and 'river'. Then, she wrote some sentences to exemplify the use of the simple present tense and the new vocabulary, such as: 'It is the Amazon Region', 'The Napo river is in the Amazon Region'. Then, it was the students' turn to give more oral examples, which were finally written on the whiteboard to be read and copied on their notebooks. The teacher used clear handwriting and used two markers to differentiate words: new vocabulary was written in red, while the verbs in simple present were underlined in blue. This made the explanation attractive and it helped to get the students' attention.

Furthermore, this supplementary material was appropriate to the students' level because they participated by writing some examples on the whiteboard, like the following: 'I swim with my family when I go to the beach'. Also, it was appropriate to the students' age as they were motivated to share their experiences about the places they had visited, helping students understand and apply the proposed structures.

In the second class, the teacher used the whiteboard to present the topic: *A tourist's opinion of Ecuador*; the objective of the class was to develop speaking and writing skills, using vocabulary familiar to the students. First, the teacher wrote on the whiteboard sentences

such as: 'Ecuador is beautiful', '...wonderful', '...amazing'. Then, the students said oral examples and wrote sentences on the whiteboard using the vocabulary; for example: 'I like to visit Baños', 'My sister likes to visit Cuenca'.

The whiteboard was used in a pertinent way because all the examples written were related to the class content and objective and the teacher got the students' attention by using clear and visible handwriting and colored markers to highlight the adjectives used to describe different places in our country.

Moreover, this supplementary material was used appropriately by the teacher to give the examples and promote students' oral and written participation. It was as well appropriate to the students' age because the method followed motivated students' participation when they wrote sentences and compared their answers, where they showed they understood well what was taught.

In the third class, the teacher used the whiteboard to introduce directions such as: 'go to', 'turn right', 'turn left', 'walk straight', 'walk along', 'go down', 'take off', 'get off'. To write the new words on the whiteboard the teacher used color markers to highlight verbs. The use of the whiteboard was pertinent to help students learn to write words and sentences related to the class topic: *Tell me the way*. The teacher wrote some sample questions, like: 'Where is the tourist now?', 'Where does he want to go?'. The students repeated the words and sentences to learn their pronunciation. Then, the teacher asked

the students to open their books and ask oral questions to a partner about how the tourist could reach different destinations. Next, students compared their answers by writing them on the whiteboard.

This aid was used appropriately because it helped students practice how to write sentences on the whiteboard to help them understand better the structures practiced, which were in accordance to their level of English and to their age. It promoted students to get involved in activities related to giving and following directions to reach different places in the city, which they know very well.

In the fourth class, the teacher used the whiteboard to present the topic: *A paradise in the Jungle*; its objective was to develop reading and writing skills in students. The whiteboard was used by the teacher to present the new vocabulary words that were part of a reading selection. These words were: 'tropical', 'rain', 'clothes', 'walking', 'protection', 'repellent'. The students repeated the words after the teacher to learn their correct pronunciation, and next they copied them on their notebooks. When all the students had understood all the new words, they read in their books the information in a brochure about the jungle; they had to underline the new words; they compared their answers by writing the correct ones on the whiteboard. The teacher was careful with the correct writing of the words and the class was developed in a fun and interesting way with the help of the whiteboard as the exercises in the book. All the words written on the whiteboard were written in clear, legible

handwriting and using color markers to highlight the new vocabulary words.

The whiteboard was used appropriately in relation to the students' level, age and understanding. It was first used to present the new vocabulary and sample sentences in a visual way and then to promote students participation, they were motivated by writing original sentences on the whiteboard.

In the fifth class, the teacher used the whiteboard to explain about *Fashion*; the objective of the class was to reinforce the learned grammar structures: the simple present tense of the verbs 'like' and 'wear', and to introduce new vocabulary related to clothing.

To start the class, the teacher wrote the vocabulary words to be used: 'jackets', 'trousers', 'skirts', 'dresses', 'miniskirts', 'jeans', and 'T-shirts'. She also wrote related adjectives: 'formal', 'heavy', 'long', 'similar', and 'casual'. She also explained which clothes are worn by girls (Girls wear shirts; She likes dresses) and which are worn by boys (Boys wear pants; He likes shorts). She also modeled some sentences as: 'Boys wear jackets in formal parties', always using clear handwriting maintaining the attention of the students. Next, the students used the nouns and adjectives in sentences in the simple present tense with "like" and "wear" and wrote them on the whiteboard.

Therefore, the use of the whiteboard was appropriate to promote students' understanding of the use of the grammar and vocabulary,

through written exercises where they could visualize their correct use. It was also appropriate to their age and understanding because fashion is a topic of great interest for teenagers.

Dialogues

In the second class, the teacher made students listen to a dialogue about *A tourist's opinion of Ecuador* with the objective of developing listening and speaking skills. The dialogue presented a conversation between one Ecuadorian and one American girl who were talking about Ecuador, the climate, delicious food and beautiful places. The students listened to the conversation three times before they could understand it completely. Then, they repeated it to practice pronunciation. There were some words in the dialogue that the students had not learned before; the teacher wrote them on the whiteboard to help students understand what the dialogue was about. Finally, the students were asked to complete a mind map about places in Ecuador, extracting the information from the dialogue they just heard.

In general, the use of the dialogue was pertinent to the class topic because it provided the necessary information to students about different places from Ecuador, using easy vocabulary and structures. This dialogue was exceptional because it was related to our country and the students were motivated.

Besides, the dialogue was appropriate because it helped students to improve their pronunciation. It was also according to the students'

level, age and understanding because after listening to the dialogue for three times they were able to understand it completely and work in a mind map.

Finally, it can be stated that the quality of audio material was excellent and the dialogue was clear, the volume was the right one and everyone in the class was able to listen well and understand it, while keeping their interest in what was said.

In the third class, the teacher had the students listen to a dialogue entitled *Tell me the way*. The objective was to learn how to give and follow directions, using appropriate vocabulary. First, the teacher asked the students to listen to the dialogue about a tourist who wanted to go to the Independence Square. They listened to it for three times and took notes on the main idea of the dialogue. This exercise helped the students to work in the textbook exercise where they were asked to put various sentences in order and give the tourist the correct directions to go to the Independence Square, using vocabulary already learned in a previous class: 'go down', 'turn right', 'get off' and 'walk along'. This was an interesting class and students participated actively.

This audio supplementary aid was pertinent; it was related to the class topic and it helped to reach the class objective: to learn how to give and follow directions, using appropriate vocabulary. It is important to mention that this dialogue was good because it reinforced the grammar structure learned by the students.

The audio was also used appropriately by the teacher and was related to the students' level, age and understanding: students already knew the vocabulary used, the dialogue was easily understood, and it taught them how to give and follow directions.

Lastly, the quality of the audio was adequate since the speakers talked clearly and the volume used allowed all the students to listen to the dialogue well.

In the fourth class, the teacher had the students listen to a dialogue talking about *A paradise in a jungle* with the objective of learning about tourist activities. Before listening to the dialogue, the teacher wrote some sentences about the jungle, using the related vocabulary that was taught in the previous class, like 'There are tropical birds in the jungle,' 'There are several medicinal plants' and 'I walk in the rainforest'. Then, the students listened to the dialogue three times, took notes in pairs, and handed this work to the teacher. Finally, they created new dialogues similar to the one they listened to.

The dialogue from the audio material was pertinent because it allowed the teacher to model to the students how to talk about touristic activities.

In addition, this supplementary material was appropriate because the teacher could keep the attention of the students, who were motivated and listened to the dialogue attentively. Also, the vocabulary used was not difficult in relation to the students, age and level. They enjoyed the class and they used their imagination to

create similar dialogues using the grammar structures they already knew. Lastly, the quality of the audio material was good since the students could understand the dialogue very well as the tourist spoke clearly, and the volume allowed them to listen clearly.

Realia

In the second class, the teacher used realia to introduce the topic about *A tourist's opinion of Ecuador* with the objective to develop the speaking skill. The teacher borrowed from the students some objects that a tourist may use, like: 'cell phone', 'a camera', 'a scarf', 'earrings', and 'gloves'. She used them to explain the construction of sentences in present simple and suggest touristic places to visit in Ecuador, where such objects could be bought: 'You can buy earrings in El Ejido Park', 'You can find exotic scarves in Otavalo', among others. Then, the students gave oral examples, similar to the ones provided by the teacher.

The realia used was pertinent to the content and the class objective because the students created sentences orally using the simple present about tourism. The teacher corrected the sentences given and wrote them on the whiteboard for better understanding.

Besides, the supplementary material used was appropriate to the students' level, age, and understanding because it motivated the students' participation in the class when they shared information about places where the objects could be bought. Finally, the quality

of the objects shared by the students was good; it was colorful and called the students' attention, promoting their active participation.

In the third class, the topic of the lesson was *Tell me the way* and the teacher used a stapler and a flash memory to comply with the class objective: to give directions to the places where these objects can be found inside the school. To give examples, the teacher used the realia to create sentences by using the vocabulary already learned in a previous class: 'go down', 'turn right', among others. The students made oral sentences telling the directions to follow to the secretary's office, where the stapler belonged. They also made sentences giving instructions about places where the flash memory could be located: in the computer lab or in the teacher's room.

The realia used was pertinent to the class topic and objective because it allowed students to form sentences with specific directions to follow to go to the places where the objects could be found.

In contrast, the realia used was not too appropriate because the students were confused at the moment of making the sentences; they were not clear about which object could be specifically found in a certain place because a stapler is part of the classroom objects, and most of them owned a flash memory. Directing someone to the secretary's office or to the computer lab did not make too much sense. Finally, it should be mentioned that the supplementary material used were relatively new.

In the fourth observed class, the teacher used realia such as: 'sun protection', 'bottle of water', 'soda', 'cap' and 'sunglasses' to introduce the topic *A Paradise in the Jungle*. The class objective was to review tourist activities, and introduce the use of 'should' and 'should not' by making oral and written exercises. First, the teacher showed the students the realia; she wrote their names and pronounced them for the students to repeat their pronunciation. Next, showing the realia, the teacher wrote two examples: 'You should wear sunglasses in the jungle region', 'You should take a large bottle of water when you visit the jungle' using the objects already mentioned. The students made more oral and written sentences using the new structure and vocabulary.

The realia was pertinent because objects used helped the students understand the new words, as well as relate them to the class topic: to give suggestions using should and should not. It is important to mention that the realia motivated to the students' participation.

Furthermore, this supplementary material was appropriate to the students' level, age and understanding: they enjoyed observing the objects because they use them frequently, thus, making it easier to remember the vocabulary and sentences structure. Finally, the supplementary material were of good quality and the students were able to touch and observe them directly, facilitating the learning process.

In the last observed class, the teacher used different clothing items to introduce the topic *Fashion*. The objective was to express likes and dislikes in relation to fashion, both orally and in a written way. The following items belonging to the students were used to explain the new words: 'jeans', 'skirts', 'sweaters', 'shirts' and 'shoes'. First, the teacher pointed to the clothes, said their names aloud and asked the students to repeat after her. Next, the students were asked to express their likes and dislikes using those clothing items and following the model given: 'I like to wear jeans', 'I do not like to wear tennis shoes'. Many students were called to give oral examples, and to write their sentences on the whiteboard. If the sentence given was correct, they copied it on their notebooks.

This realia was pertinent because the objects were related to the content and the objective of the class and the students were able to express their likes and dislikes. Therefore, the use of the realia mentioned was significant and helped the students understand the new words.

Moreover, this supplementary material was appropriate to the students' level, age and understanding since at this age they talk a lot about the types of clothes they wear and enjoy comparing their preferences. Also, the use of real objects made it easier to learn the vocabulary and to express what they like or not through sentences. The students could touch and feel the clothes, which helped the lesson develop in a funny way.

Finally, the quality of this supplementary material was good because the clothes were colorful and almost new.

Songs

In the fourth class, the teacher used a song called “Boat on the river” to continue the class about *A paradise in a Jungle*, with the objective of practicing about tourist activities, using the vocabulary and verbs in the simple present tense, already learned. To start her class, the teacher gave each student a photocopied version of the song and they could also sing. The students were asked to read the song lyrics, underline the vocabulary words already known, such as: ‘boat’, ‘river’, ‘water’, ‘life’ among others. Then, they listened to the song three times.

The song used was not pertinent because it was not related to the class topic and content: it did not mention the different activities people can do in a jungle and the accessories that are needed when visiting the jungle. The song referred to a completely unrelated topic: escaping life’s problems on a riverboat. This is a clear example that the supplementary material used in classes should be carefully selected by the teachers to ensure they related to the class objective and topic. It should motivate the students and reinforce what they have to learn. It is not enough to have good intentions when choosing supplementary material. As it was mentioned in the surveys, teachers must ask their students what types of music they like to listen to and

use them in their classes, obtaining better teaching and learning results.

Similarly, this supplementary material was not appropriate to the students' level and understanding; there was a lot of new vocabulary which the students had not previously learned. The content of the song confused the students; as a result they lost interest and paid no attention to the lesson. Nevertheless, the quality of the audio material was fine and everybody in the class could hear it perfectly.

Learning Styles

After the five classes observed the ninth grade, it is necessary to mention that the teacher used different supplementary materials to support and improve her explanations, taking into consideration the different learning styles her students had, using visual material (maps, pictures, whiteboard, and realia) and audio supplementary material (dialogues, songs) to help students understand the new vocabulary and structures taught, to keep them interested in the topics and to motivate them to participate in class.

As Walker (2005, p. 5) says: "...If the task is judged important, the individual will be motivated to engage in the new task." It is advisable for teachers notice the attitude of pupils when the teacher explains a lesson. If the students have a low participation, the teacher should try using different supplementary material, like songs, realia, dialogues, among others. The ninth grade teacher

demonstrated her ability to motivate her students and promote their active participation through the use of the materials mentioned before.

10th Grade

Pictures

In the first class observed in the tenth grade, the teacher used four pictures showing: a zombie, a ghost, a witch, and an unidentified flying object (UFO) to reinforce the topic *The Supernatural*, with the objective of developing related vocabulary, and make sentences using 'alien', 'witch', 'UFO', 'elves', 'zombie' and 'fortune teller'. The teacher showed the pictures, pronounced their names and wrote them on the whiteboard. Then, the students had to match the pictures with their names. Finally, each student said a sentence using one of the words describing the pictures and wrote it on the whiteboard.

The pictures used were cut from newspapers and they were pertinent to the topic and content of the lesson because they helped students understand the new words and create sentences. This supplementary material was interesting to the students' attention.

Besides, this visual aid were appropriate to help students practice the language related to the students' level, age and understanding since supernatural topics are often interesting to teenagers; therefore, the pictures stimulated their learning. Lastly, the quality of this supplementary material was good because the pictures were colorful and big enough for everyone to see them well.

In the second class, a picture of a vampire was used by the teacher to introduce the topic *Strange Beliefs*; its objective was to develop the speaking skill using Wh- questions with simple present tense verbs. First, the teacher showed the students the picture of the vampire and made the following questions: 'Where do vampires live?', 'What do they drink?'. The students answered orally: 'They live in the cemetery', 'They drink blood'. They gave additional examples related to the vampire's picture, using different verbs. To complete the review, students filled out a crossword using the vocabulary from the book.

The picture used was pertinent as it helped students use their imagination to create questions and answers related to the content and objective of the class to improve their speaking skill. Therefore, it is necessary to mention that the supplementary material was excellent to the students' attention.

Additionally, the picture was appropriate to practice the language, which was in accordance to the students' level, age and understanding; it captivated their interest because at this age they like to talk about vampires and relate to some books and films that are in fashion.

Finally, the quality of the picture was good because it was good and drawn with colorful markers.

Whiteboard

In the first day of the class, the teacher used the whiteboard to explain the theme *The Supernatural*, with the objective of developing vocabulary related to the topic and to express themselves using the auxiliary verbs do and does. To do this, the teacher wrote the new words on the whiteboard: 'ghost', 'alien', 'fortune teller', 'witch', 'UFO', 'elves' and 'zombie'. She also wrote the rule about the use of 'do' and 'does' to form sentences and questions. Markers were used to highlight the different vocabulary words and structures, thus helping students understand the use of do and does. She made sentences using both vocabulary and verbs, underlining 'do' in red and 'does' in blue. Then, she requested the students to give their own examples and to work in pairs to ask each other questions such as 'Do you believe in ghosts?', 'Do you believe in elves?'. To compare the answers five students wrote sentences on the whiteboard, like: 'Daniel does not believe in ghosts' or 'Mariana believes in predictions'. Then, the entire class compared their answers and corrected their sentences. They also completed the exercises from the book using the grammar structure discussed

This structure was well understood and applied by the students. For this reason, it can be stated that the visual material was pertinent as it was related to the class topic and objective and it helped the students to understand and use the grammar structure in this lesson.

In addition, this supplementary material was used appropriately because the examples given by the teacher were related to the students' level, their ages, and understanding. Her explanation was clear and easy to understand.

In the second class, the topic of the lesson was *Strange beliefs* and the objective was to develop the writing skill using the verbs in the simple present tense. The teacher wrote sentences, such as: 'Vampires fly', 'They are afraid of crucifixes' and 'They drink blood'. The students read aloud the sentences wrote many examples of their own with the same type of verbs. Finally, they completed an interview from the book, and practiced it with a partner.

The use of the whiteboard in this class was pertinent because it helped students learn how to write correctly the sentences given by the teacher and then their own sentences. This visual aid was very well used since the students reinforced the grammar structure learned.

Moreover, this supplementary material was appropriate in relation to the students' level, age and understanding because they had no problem in completing the exercises on the whiteboard and in acting orally the interview with their partners.

In the third class, the topic of the lesson was *Have you ever seen a ghost?*; the objective was to present and practice present perfect to describe experiences that started in the past and continue into the present. To introduce the new grammar structure, the

teacher wrote the grammar rule on the whiteboard. Then, she wrote several sentences like: 'I have seen an elf', 'Erika has seen a ghost' and 'My mother has had a strange experience'. Immediately, the students repeated the pronunciation of the sentences and they participated by writing four related sentences on the whiteboard. It is worth mentioning that the teacher wrote in clear handwriting and the examples were well organized.

The use of the whiteboard as a visual aid was pertinent to the class objective and content because it helped the teacher explain the present perfect and gave the students a visual reference to understand that some actions can start in the past, but they can also continue in the present.

Additionally, the supplementary material was used appropriately because the teacher took into account the students' level when choosing the grammar exercises to write on the whiteboard; she used words and verbs previously learned in class. Also, the exercises were according to student's age and understanding as the students were eager to participate.

In the fourth class, the topic was *Films* and it was focused on sentences in the present perfect. The objective of the class was to remind students about the grammar rule of the use of the present perfect. The teacher gave an explanation writing on the whiteboard the structure of questions that use the present perfect such as: 'Have you ever seen the film *Dracula*?' and 'Have you ever seen the film

Casper?'. This was followed by a short discussion among the students on different films. Finally, the teacher asked the students to complete the exercise from the book and then, as a group, they compared their answers by writing them on the whiteboard. The teacher and the students wrote examples on the whiteboard using clear handwriting and two markers: red and black to identify new words and actions.

The whiteboard used as supplementary material was pertinent in relation to the content because it helped the teacher to remind the students about the grammar rule of the use of the present perfect and how to make correct questions and answers with the known verbs.

This visual aid was also used in an appropriate way because all the examples written motivated students to participate because at this age they are interested in horror films and they could maintain a short dialogue.

In the last observed class, the topic of the lesson was *A Role play* and its objective was to practice adjectives with the structure presented in the previous unit about UFOs. The teacher used the whiteboard to explain the new words and she used them in questions, such as: 'Did you see the UFO?', 'How big was it?', 'What color was it?' and 'What shape was it?'. The students completed easily the exercises from the book, and then wrote their answers on the whiteboard to compare and correct the answers they had in their

books. Finally, they completed the UFO report in their books, using the vocabulary besides writing the answers on the whiteboard to check the mistakes.

The use of this visual aid was pertinent because it helped the teacher to explain the grammar structure in this lesson, and to give a visual reference to the students. Additionally, this supplementary material helped students check the correct writing of the questions and answers given and to complete the task by filling the UFO report in their books.

Moreover, this supplementary material was used appropriately in relation to the students' level, age and understanding because the students could correct their own sentences and copy the exercises with the right answers. Also, all the students seemed to enjoy the class because they were very interested in UFOs.

The information about UFOs was well distributed on the whiteboard. The teacher used bright colors to write the questions and the lesson title was centered and written in clear handwriting.

Realia

In the first class, the teacher used real objects to introduce the topic *The Supernatural* and its objective was to develop vocabulary related to the lesson. The objects used were a 'mirror', a 'collar with a cross' and 'playing cards' which were related to a vampire and a fortune teller. As the teacher showed the realia, the students gave their names. Later, they made questions using the new words relating

them to the two characters mentioned before. To complete the task, the students had to work on an exercise in their books.

Therealia used was pertinent because the objects presented were related to the content and the objective of the class, and they gave the students the possibility to use the words in related sentences: 'The vampire is afraid of the collar with a cross'.

In addition, this supplementary material was appropriate to the students' level, age and understanding. The students enjoyed observing the objects as they were relevant to some particular beliefs that the teenagers had, for example, the belief that a broken mirror indicates bad luck, or that the cards can be used to predict the future. Also, real objects make students learn vocabulary easily. Finally, the realia was of excellent quality and the students were able to touch and observe the objects directly, which facilitated the learning process.

In the second class, the teacher used realia to explain the topic *Strange Beliefs* with the objective of developing the speaking skill using simple present tense verbs. The teacher used some objects to explain accessories people use if they are superstitious, such as a mirror, a newspaper and a red bracelet. Then, the teacher gave oral sentences in the simple present, like: 'Vampires do not have reflection in a mirror', 'People buy the newspaper to read the horoscope', and 'Babies use red bracelets for protection'. Next, these examples were

discussed in pairs by the students, and they also created sentences on their own.

The realia used was pertinent since the objects were directly related to the content and the objective of the class, providing the basis for an interesting discussion among the students about their superstitions.

The supplementary material used was appropriate because they considered the level, age and understanding of the students and promoted students to speak and make sentences using the simple present. Additionally, the quality of the realia was good because the objects were visible and the students had the opportunity of touching the objects, which made this class fun and interesting.

In the third class observed, the teacher used the following realia: newspaper, playing cards and a crucifix to talk again about the topic *Have you ever seen a ghost?*, with the objective introducing the present perfect tense to describe experiences that started in the past and continued into the present. The teacher gave oral examples of questions, such as: 'Have you ever visited a fortune teller?', or 'Have you ever read your horoscope in the newspaper?'. The students used the objects to give different sentences using the present perfect tense. They corrected their mistakes orally.

The realia was pertinent to the class content and objective because the objects related to the class topic: *have you ever seen a*

ghost?, and it helped them make sentences using the present perfect tense.

Furthermore, this supplementary material was appropriate because it helped the students to make questions and answers according to their level, age and understanding. The objects represented vocabulary that the students were familiar with. Lastly, the quality of the realia used was in good condition and the students could touch them, motivating them to participate.

In the fourth class, the teacher used a newspaper that had pictures about movies that were being presented in the local theaters. The purpose was to discuss about *Films* with the objective of practicing the present perfect tense. Showing the newspaper, the teacher gave examples of questions based on film announcements, such as: 'Have you ever seen the film *Pirates of the Caribbean?*', or 'Have you ever seen *Spiderman Three?*'. The students answered these questions orally before getting in a group discussion about their opinions of these films. While they were doing so, the teacher circulated in the class and monitored the groups for errors.

This realia aid was pertinent because it was related to the content and the objective of the class: by observing the films advertised in the newspaper, the students were motivated to express their opinions using the present perfect tense.

Also, this supplementary material was appropriate to the students' level, age and understanding because all of them

participated and the movies chosen were relevant to their ages and interests. With this supplementary material students practiced the grammar structure easily. Finally, it should be mentioned that the newspaper used was current and most of the students were able to read from it.

Dialogues

In the first class, a dialogue related to the topic *Have you ever seen a ghost?* was used with the main objective of practicing the present perfect tense in oral sentences and help students improve their pronunciation. The teacher asked the students to listen to a short conversation between two girls who talked about the legend of the 'Black Hand'. Then, in groups of five, the students practiced by making oral questions and answers related to the legend and using the present perfect tense, such as: 'Have you ever heard about this legend?', or 'Have you ever seen the Black Hand?'.

This dialogue was pertinent because it contained many sentences in present perfect that related to the class topic. The students practiced the pronunciation, complying with the class objective.

Additionally, the dialogue was appropriate because it increased the students' motivation; it was also related to the students' level, age and understanding as they had already seen this structure and could work well in pronouncing the sentences. Finally, it should be

mentioned that the dialogue in the CD was clear; everyone heard it and understood it well.

In the fourth observed class, the teacher used a dialogue from a CD to talk about the topic *Films*; the objective of the lesson was to reinforce the use of the three verb tenses learned so far: simple present, simple past and present perfect. First, the teacher reminded the students the correct use of the three verb tenses by writing examples on the whiteboard. Then, the students listened to the dialogue about two people talking about films. The audio was repeated twice while the students took notes of the sentences in different verb tenses. Finally, they were asked to read the sentences they had heard, and to identify the verb tense used in each sentence.

The dialogue was pertinent to the content and objective of the class because it had a conversation where the speakers talked using sentences in present, past and present perfect tenses.

The dialogue was also appropriate in relation to the students' level, age and understanding because it had simple structures that the students could understand easily. Finally, the dialogue was clear, the speakers talked slowly and pronouncing the words well, allowing the students to take notes while listening to it. The volume of the CD player was loud enough for all the students to hear well.

In the last class, the teacher used a dialogue to explain about the topic *A Role Play*, where two people talked about UFOs; a woman was afraid with her experience told about it to a policeman. The

objective was to practice the past tense, because the woman told a story that already happened in the past. It is for that reason that the audio aid was pertinent because it contained sentences using the past tense and complied with the class content and objective.

The dialogue was not appropriate in relation to the students' level, age and understanding because the people in the dialogue talked very fast; most of the students could not understand what the woman and the policeman said and this confused them. Consequently, the students lost interest.

As a final point, mention should be given to the quality of the dialogue since the volume and the recording were good and it was heard all over the class.

Although the dialogue used in the last class was not appropriate to the students' age, level and understanding, it is important to mention that dialogues promote collaborative work, and according to Hurtado (2001, p. 95) "... theoretical material presented in the classroom comes to life in the intergroup dialogues and takes on greater meaning for the students".

Learning Styles

After the five observed classes, it is essential to mention that the teacher explained the classes taking into consideration the different learning styles of the students. For the visual learners, some classes were supported with pictures, whiteboard and realia, allowing the students to see, feel and touch the different supplementary

materials. For the audiovisual learners, dialogues were used to motivate them to understand and to improve pronunciation. Additionally, it is clear that the teacher knew that the students paid more attention and participated more actively when realia or audiovisual aids were used in the class.

According to Gagnè & Briggs (1990, p.175), "...The teacher's lesson plans are designed to indicate how the selected supplementary material will be used to promote motivation and participation in learners...". This means that teachers need to select supplementary materials attending to the different learning styles of the students in their classes.

Private High School

In the following paragraphs a description of the fifteen observed classes in the Private High School will be presented. And according to what was observed, teachers in this high school used the following supplementary materials: flash cards, maps, pictures, posters, whiteboard, songs, dialogues, stories, movies, and realia.

8th Grade

Flashcards

In the first class observed, the teacher used some flashcards containing adjectives, such as: small, big, interesting, beautiful and bored. The class topic was *Can you talk about a place?*. The objective was to introduce the simple present using vocabulary about different places in a city. First, the teacher showed the students the flash

cards saying the name of the picture. They had to repeat the pronunciation of the words. Then, the teacher wrote on the whiteboard sentences in the simple present tense. The flashcards were placed at the front of the class and the students took turns to make oral sentences following the teacher's model.

The use of the flashcards was pertinent to help review the adjectives that had been previously learned and to create sentences in the simple present tense. As a result, it can be said that this visual aid was related to the content and the objective of the class.

Additionally, the flashcards were appropriate to the students' level, age and understanding because they motivated and helped them remember the words. They had the opportunity to handle them and read them in pairs. Finally, it can be mentioned that the flashcards were new; they were big enough for the students to see the pictures and the drawings were attractive and colorful.

Posters

In the first class, a poster showing an image of a neighborhood was used to teach the unit called *Can you talk about a place?* The objective was to introduce the vocabulary related to places in a city, using the simple present and the determiners 'there is' and 'there are'. First, the teacher presented the vocabulary of the lesson by pointing them on the poster: 'cybercafé', 'amusement park', 'movie theater', 'mall', 'beach', 'zoo', 'sports center' and 'park'. The

students repeated the words and gave some oral examples, pointing to the poster while saying them.

The students were highly motivated by the poster and it was a pertinent supplementary material because it showed the vocabulary that was being taught through visual images of the different places that exist in a neighborhood.

Additionally, this visual material was appropriate to the student's level, age and understanding because they learned the new words with no difficulty. Similarly, the quality of this supplementary material was excellent because it was a big poster that caught the students' attention with strong colors.

In the second class the teacher used a poster that showed the different rooms in a house. The class topic was *Can you talk about your house?* And its objective was to practice the vocabulary related to parts of a house, such as: 'bedroom', 'bathroom', 'living room', 'kitchen', 'yard' and 'room' and prepositions of place, like: 'next to' and 'in front of'. The teacher presented the vocabulary by pointing to the poster. The teacher asked students to repeat each word and look at the way the words were written on the poster. Then, they came to the front to point to different parts of a house and finally they gave oral sentences using the part of a house and the prepositions learned.

The poster used was pertinent to the class objective and content because it referred to the vocabulary being taught. This

supplementary material was well used and students were interested by looking at it.

Moreover, this visual aid was appropriate in relation to the student's level, age and understanding because they understood the new vocabulary and were able to participate in class giving examples, pointing to the different parts of the house and creating sentences with prepositions of place. Finally, the poster was big enough to maintain the attention of the students and was colorful and new.

In the third class, a poster containing an image of a large extended family was used to talk about the topic *Can you describe your family?*; the objective was to introduce the vocabulary related to family members and practice their pronunciation. The teacher started the lesson by pointing to the images on the poster and saying the name of the person, like 'mother', 'father', 'son', 'daughter', 'brother', 'sister', 'grandmother', 'grandfather', 'grandson', 'granddaughter', 'aunt', 'uncle' and 'cousin'. The students repeated the words to learn how to pronounce them. After that, the teacher wrote the words on the whiteboard and made students practice the pronunciation again.

The poster used was pertinent because it represented the members of a family, which was the content and the objective of this lesson. Students were motivated by looking at the poster and pronouncing with enthusiasm the vocabulary.

In addition, this visual material was appropriate in relation to the student's level, age and understanding because it helped them

familiarize with the names of the different family members; most of these words had already been learned in previous school years.

Lastly, it should be mention that the poster looked new; it had bright colors and was big enough for all the students to see the different characters.

Whiteboard

In the first class observed, the teacher used the whiteboard to write the date and to explain the lesson on *Can you talk about a place?*.The objective was to reinforce the vocabulary related to the different places that are found in a city, using ‘there is’ and ‘there are’. For this purpose, the teacher wrote some examples on the whiteboard, such as ‘there is a museum’, ‘there is an amusement park’ and ‘there are two malls’, and explained that ‘there is’ is singular, and ‘there are’ is plural.The teacher used clear handwriting and a green marker to underline the new structure. A few students came to the whiteboard to write examples, while the rest of the students copied the sentences on their notebooks. Then, they compared and corrected their sentences and completed the corresponding exercise in their textbooks.

This visual material was pertinent to the class objective because it helped the students understand the grammar content and apply ‘there is’ with singular nouns and ‘there are’ with plural nouns in sentences of their own.

In addition, this supplementary material was appropriately used by the teacher, because the examples written related to the students' level, their ages, and their understanding. The explanation given by the teacher was clear and the students completed the exercises from the book applying the grammar structure learned.

In the second class, the whiteboard was used to introduce the topic of the lesson: *Can you talk about your house?* The objective was to practice the vocabulary related to a house, with prepositions of place. First, the teacher help the students remember the prepositions of place by writing them on the whiteboard. Then, he wrote some examples, such as 'the television is next to the sofa', 'the fridge is between the stove and the window' and 'the cat is under the desk'. Then, some students were asked to write on the whiteboard sentences on their own, using the vocabulary and grammar structure already learned in a previous class. Finally, the sentences were copied by the rest of the class and completed an exercise in their books.

The use of the whiteboard was pertinent in this class because the examples written by the teacher helped the students remember the vocabulary previously learned about parts of the house and prepositions of place. In addition, this aid helped students to learn how to write correctly sentences with prepositions of place.

Moreover, this supplementary material was used appropriately in relation to the students' level, age and understanding because the

students were able to complete the exercises from the book easily. Needless to say, the use of the whiteboard was important for the students' participation.

In the third class, the topic of the lesson was *Can you describe your family?*. The objective was to write sentences about family members using simple present tense. The teacher wrote on the whiteboard the names of the different family members and sentences in the simple present, such as: 'My father is a doctor'. He explained this in a very clear and organized way. After some examples were given by different students, various wrote on the whiteboard sentences that described their own family, and the rest of the students copied them on their notebooks.

The use of the whiteboard was pertinent in this class because it helped students remember the use of the simple present tense and they were able to write examples about their families achieving the class objective and using the appropriate content.

Another important point to mention is that this supplementary material was used appropriately because the teacher took into account the students' level: he used examples that were well known to the students, such as 'He is my father', 'He is a famous soccer player' or 'My sister is a famous singer'. They were also sentences that related to their age and understanding because they were simple and used previously learned adjectives and nouns.

In the fourth class observed, the topic *Can you describe people?* was discussed and the teacher used the whiteboard to explain the lesson objective about the order of adjectives in a sentence. He wrote sentences describing people's appearance, using the simple present tense of the verbs 'have' and 'has' with different adjectives.

To highlight the order of adjectives, he used a red marker for the adjectives that showed size or number, and a green marker for the ones that show quality. Some of the examples written illustrated these two points: 'He has short, black hair', 'She has brown eyes' or 'I have curly, red hair'. After writing more examples of these structures on the whiteboard, the students were requested to complete an exercise in their textbooks, where they had to write different adjectives, in their correct order, to complete sentences describing people.

This supplementary material was pertinent in relation to the objective, content and topic of the lesson because students were able to write sentences with adjectives in their correct order using the simple present tense of the verb 'to have'.

It is important to mention that this supplementary material was used appropriately because it considered the student's level, age and understanding of the language because it promoted the participation of the students who wrote on the whiteboard very good sentences using the structure learned. This practice helped them complete the exercise in the textbook without problems.

In the last class, the topic of the lesson was *Can you describe people?*. The objective was to review the auxiliary verb 'To do' in questions such as: 'Does she have long hair?', 'Does he have blue eyes?' or 'Do you have brown hair?'. The examples were used to review the grammar rule of the use of 'do /do not' (I, you, we, they) and 'does /does not' (he, she, it). Next, some positive and negative questions were written using the same structure, and different students wrote the answers. Several more exercises were done to clarify the use of the auxiliary verb and to make sure all the students understood when they had 'do' or 'does'.

This visual aid was pertinent because it helped the students visualize how to construct questions and answers in simple present tense using the auxiliary verb 'do' and 'does', complying with the content and objective of the lesson.

It is important to mention that this supplementary material was appropriately used according to the students' level, age and understanding because the students could write correct questions and answers with 'do' and 'does' on the whiteboard.

Pictures

In the second class, three pictures of a bedroom, a living room, and a kitchen were used by the teacher to reinforce the topic *Can you talk about your house?*. The lesson objective was to practice the vocabulary learned in a previous class about the parts of the house in a short paragraph also using 'there is' and 'there are'. First, the

teacher presented these pictures to describe the objects that can be found in each room. For example, he would say: 'There is a lamp in the bedroom' or 'There are two chairs in the living room'. The students participated with more examples giving sentences about different objects in a house, and pointing to where they are located. Also, they described the three pictures about the rooms, and wrote them on the whiteboard. Next, they copied sentences on their notebooks. To end this class, the teacher asked students to write a short paragraph describing the pictures.

The pictures used as visual aids were pertinent and helped the students produce sentences of their own using verbs in the simple present tense.

Also, the pictures were appropriate to the students' level, age and understanding because it was easy for them to write sentences using the vocabulary and the structure 'there is' and 'there are'. The quality of the pictures was good because they were big and had many colors that caught the attention of the students.

In the fourth class, pictures of a boy and girl were used by the teacher to introduce the topic *Can you describe people?*. The objective was to describe people's appearance orally, using the verb 'to have' in simple present tense. The teacher showed the students the pictures and wrote an example on the whiteboard: 'He has green eyes and black hair'. Then, students gave similar examples based on the pictures.

The pictures used as supplementary material were pertinent to the objective and content of the class because the students used them as a reference to describe people in affirmative and negative sentences with 'have' or 'has' using also the adjectives they already knew.

Additionally, the pictures were appropriate to practice the structure that was the topic of this lesson since they related to the students' level, age and understanding. Although the pictures were cut from a newspaper, their quality was good because they were big, colorful and clear.

Songs

In the second class, the teacher made the students listen to a song entitled "Was not it". The purpose was to practice the listening skill using the topic: *Can you talk about your house?*. The students received a photocopied version of the song and they had to underline the vocabulary related to a house, which was previously taught. The song included the following words: 'door', 'bathroom', 'floor', 'key', 'pillow', 'camera' and 'sofa'. After listening to the song three times, the whole class checked which words they had underlined. These words were pronounced by the teacher, and the students repeated to learn their correct pronunciation.

The song was pertinent to the class objective and content because the students practiced the listening skill and the song

contained words related to house vocabulary, which students could identify in the written lyrics.

However, the song was not appropriate supplementary material because it had a lot of new, difficult vocabulary words that confused the students; they could not understand many of them since they were not related to their level of understanding. Additionally, the singers sang too fast, which was difficult for the students to follow the lyrics. Nevertheless, it can be stated that the quality of the audio was good and it was played in a high volume and everyone could hear it.

In addition, even though adolescents like songs and put a lot of effort into learning the lyrics, in this case, the teacher did not select an appropriate song according to the level and understanding of the students and he lost a great teaching opportunity because through songs a whole range of social values can be transmitted. As Siruno (2001) states:

The place of music in modern educational programs is a vital one. The interpretation of all learning is influenced by acquaintance with aesthetic and music as a cultural subject has the power to enrich and vivify the entire school program (...) (p. 30)

Dialogues

In the third and fourth classes, dialogues were used to present two topics: *Can you describe your family?* and *Can you describe people?*. Both had the same objective: reinforce the use of 'have' and 'has' to describe family members and people in general through exercises. First, the teacher asked the students to listen to the dialogues for at least five times. Then, they had to complete the exercise in their textbooks filling in the missing information related to the description of people. Each time the dialogues were played, the teacher gave the students five minutes to complete the task in their books.

These dialogues were pertinent because they talked about family members and people in general, and they used 'have' and 'has', achieving the objective and using the class content.

Furthermore, these supplementary materials were appropriate because they considered the students' level, age and understanding: the subject matter was familiar and the students had previously learned this grammatical structure. As a result, the students completed the task successfully. Lastly, both dialogues had an excellent sound and volume and the speakers were easily understood.

Stories

In the fifth class, a story about Michael Jordan was used by the teacher to talk about *Can you describe people?*. The objective of the class was to develop the listening and speaking skills. A photocopy of

the life story of this athlete was given to every student and the audio was listened twice. The teacher played the CD, stopped after each complete sentence, and the students repeated them. As the story had difficult vocabulary, most of the class was spent in listening to this long story and repeating it.

It is important to mention that this supplementary material was not pertinent to the objective of the class because its difficult vocabulary and long extension limited the students to only listen and repeat what was heard or read, but not to actually develop the speaking skill and it also contained many unfamiliar words. The teacher did not take into consideration the length of the story and the multiple new words it had.

On the other hand, this supplementary material was not appropriate because it had difficult sentences that were not related to the grammar structures the students knew. However, this material had clear and neat sound.

Movies

In the last class observed, the movie “The Simpsons” was used by the teacher to continue the lesson on the topic *Can you describe people?*; the objective was to develop the speaking skill. The teacher presented the movie, and paused it several times to ask questions to the students. Some of the questions asked were: ‘Does he have black hair?’ or ‘Does she have curly hair?’. The students answered using the grammar and vocabulary previously learned.

This audiovisual material was pertinent to the class topic and objective because it helped students practice oral expressions using the structures and vocabulary they already knew, related to the description of people.

Moreover, this aid was appropriate because it was according to the students' level, age, and understanding. Students really like the Simpsons and enjoy watching their adventures. Finally, the film and the soundtrack were clear, which contributed to maintain the students' attention.

Learning Styles

After all the classes observed in the eighth grade in the Private High School, it is worth mentioning that the teacher tried his best to reach the students in different ways. For some classes he used visual supplementary materials, like the whiteboard, pictures, and flashcards, aimed at retaining the attention of visual learners. In other classes, he used audio materials, such as songs, dialogues, and a story; audiovisual: a movie, to promote better participation from his audiovisual learners. This clearly shows that the eighth grade teacher knew his student's learning styles well.

According to Voltz (2010, p. 175) "... Audiovisuals can be cassette recorders, videos, computers, etc. They present information in a pictorial fashion..." it can be concluded that the teacher used these aids to increase and maintain the interest of the students in his classes.

9th Grade

Flash cards

In the first day of the class, the teacher used some flashcards containing adjectives to focus on the topic *Can you make suggestions?*, with the objective of learning how to make suggestions orally. The flashcards had adjectives such as 'small', 'short', 'big', 'tall' and 'huge' and after reading each one, the students used them in sentences in the simple present.

Although many students participated, the material used was not pertinent to the class because it did not help students to make suggestions; the words were not suitable for the topic of the lesson.

As a consequence, this visual aid was not appropriate in relation to the students' level, age and understanding because the flashcards did not provide the necessary information to give suggestions, although they were flashcards of good quality because they were colorful and big.

In the fifth class, the teacher used again some flashcards containing pictures representing actions such as: a girl visiting a friend; a boy in a party, among others. The purpose was to focus on the topic *Can you talk about a place you visited*, and the objective was to introduce the past simple of regular verbs. The teacher showed the flashcards one by one and gave the past tense of the action shown in the picture. The students repeated the verb in the past and later they formed sentences, following the examples given by the teacher.

This visual aid was pertinent because it helped the teacher explain the past tense of regular verbs, such as ‘wanted’, ‘visited’, ‘invited’ and ‘needed’. Also, this visual aid was directly related to the content and the objective of the class, as it provided clear examples of regular verbs to apply in sentences in the past.

Additionally, the flashcards were appropriate in relation to the students’ level, age and understanding because they motivated and helped them remember the verbs. Finally, the flashcards were clear and had a good size for the students to see.

Pictures

In the first class, a picture of an angry mother and a boy were used by the teacher to present the topic *Can you make suggestions?*, with the objective of learning how to make suggestions using different adjectives. The teacher placed the pictures at the front of the class and encouraged students to describe the characters using their imagination and making sentences in the simple present, such as: ‘She is angry’ and ‘The boy has bad grades’. Next, the students had to give suggestions to solve the problems. They gave different suggestions, such as: ‘What about going to the park?’ and ‘Let us study the lesson together’.

The picture was pertinent because it was directly related to the use of adjectives and simple present to describe people (content), and which were the objectives of this class. Moreover, this picture was appropriate to the students’ level and understanding because

students could make simple present sentences using adjectives to describe the picture. Lastly, the picture was colorful and big.

In the fifth class, the teacher used a picture of New York City to continue with the topic *Can you talk about a place you visited?*, and the objective was to reinforce the simple past of the regular verbs and write sentences. First, the teacher presented the picture, and wrote the grammar rule for the past simple and three sample sentences, like: 'Karla visited New York last month'. Then, he asked the students to make sentences using the grammar structure by looking at the picture. The students wrote the names of the places that they have visited using their imagination, and then, they wrote three sentences in the past, which were read to their classmates.

This picture was pertinent because it helped inspire the student's imagination and think about situations in which to apply and practice the past simple structure. Students were very interested and motivated by looking at the picture since they were able to write sentences in the past simple.

The picture was also appropriate to practice the language because it was chosen according to the students' level, age and understanding; they already knew the past simple structure. The topic was attractive for them because teenagers are interested in visiting places. Finally, the picture had good size and bright colors.

Posters

In the first class, a poster showing people performing different activities was used to start with the topic *Can you make suggestions?*, The objective was to reinforce how to make suggestions. To start with, the teacher pointed to some actions people do, such as: riding a bike, washing their hair, working in the yard. He used these illustrations to give examples of suggestions, for example: 'Let's ride our bikes'.

This visual aid was pertinent because it was according to the content and class objective since it helped students make suggestions using the pictures in the poster. The students were interested in the class topic.

Additionally, the supplementary material was appropriately used in relation to the student's level, age and understanding because students participated in the class giving oral examples and were motivated by the poster that showed everyday activities to which they could relate. Similarly, the quality of this supplementary material was excellent because it was big enough to catch the students' attention of the students and it had clear colors.

In the second class, a poster of a girl talking on her cell phone was used to introduce the topic *Can you say what people are doing?*The objective of the lesson was to introduce the present continuous.First, the teacher referred to the poster and gave examples, such as: 'She is talking on her cell phone'. Using the examples, the teacher wrote the grammar rule for the present

continuous and then asked the students to give examples with this structure.

The poster was pertinent to the class content and objective because it clearly illustrated an action that was happening in that moment, as the actions in the present continuous. This supplementary material was correctly used and got the students' attention.

Additionally, this visual material was appropriate to the student's level, age and understanding because it showed activities that the students were familiar with, which helped them create their own sentences. Finally, his supplementary material was big enough for all the students to see and had bright colors.

Whiteboard

In the first class, the teacher used the whiteboard to explain the topic *Can you make suggestions?*. The objective was to learn how to make suggestions by using the structure "What about going to the ..?". To do this, the teacher wrote some examples of suggestions like: 'What about going to the park?' or 'Let's go together'. Next, the students wrote other examples using the grammar structure learned. Then, they compared their answers and corrected the sentences, when necessary. In addition, this visual material was pertinent, as it helped students to understand the grammar, with a visual reference to the structure taught.

It is necessary to mention that the teacher's writing on the whiteboard was clear and the letters had an appropriate size for the students to read. The title and the important grammar structures were written with red marker.

Furthermore, this supplementary material was used appropriately by the teacher because the examples were related to the students' level, age, and understanding. The explanation of the teacher was clear and the students did the exercises from the book without problem.

In the second, third and fourth classes, the topic of the lesson was *Can you say what people are doing?*, and the objective was to introduce, practice and reinforce the present continuous. The teacher used the whiteboard to explain the grammar, and write some sentences, such as: 'They are dancing in the party', 'my friend is coming back' and 'He is standing by the door'. The students were also called to the front to write more examples using the present continuous. They copied the exercises on their notebooks.

The use of the whiteboard was pertinent because it provided the students with a clear visual aid to see and understand the sentence structure being taught or reviewed.

Additionally, this supplementary material was appropriate to the students' level, age and understanding because the students were able to write correct examples on whiteboard, promoting their active participation.

In the fifth and last class, the topic was *Can you talk about a place you visited?*. The objective of the class was to review the simple past of regular verbs. First, the teacher wrote the past tense of some regular verbs to remind students how to change different types of verbs from the present to the past, like: play – played, stop – stopped, study – studied. He wrote the different endings with red marker to get the attention of the students to these rules. Then, some students wrote their own examples and the rest of the class copied them on their notebooks.

It is important to mention that in this class the use of the whiteboard was pertinent because the verbs written on it helped the students create sentences in the past simple.

The whiteboard was also an appropriate supplementary material because the teacher took into consideration the student's level, understanding and age because they narrated their personal experiences by writing them on the whiteboard and using the learned verb tense. The students could directly compare and contrast the sentences they constructed on it with those they wrote on their notebooks.

Dialogues

In the first class, a dialogue was used to reinforce the grammar of the topic *Can you make suggestions?*, with the objective to identify suggestions and phrases such as: 'fix my ...' or 'wash my ...'. The teacher asked the students to listen to the problem a character in the

dialogue had;the dialogue was repeated three times. While listening, the students took notes of what they heard; and finally, they pronounced some sentences from the dialogue.

This dialogue was pertinent because it allowed the students to identify the learned vocabulary and phrases to express useful suggestions, such as, 'fix my bike', 'wash my hair' and 'review for the English exam'. It was according to the content and objective of the class.

Furthermore, this aid was appropriate because it was related to the students' level, age and understanding because the students could complete the dialogue in five minutes. As a result, the students enjoyed listening to the excuses made by the characters in the dialogue, and were able to create similar sentences. The CD was clear and it had a high volume; all the students could hear the dialogue well.

In the second class, a dialogue about three couples in a discotheque was used to reinforce the grammar of the topic *Can you say what people are doing?*, with the objective of practicing the present continuous. At the beginning, the teacher asked students to listen to the couples that were waiting outside to enter the discotheque. The dialogue was repeated three times. Then, the students took notes and compared with a partner what they wrote.

This dialogue was pertinent because it contained examples of the present continuous in sentences that the students could identify

and pronounce correctly, which complied with the class objective by using the grammar structure mentioned before.

Also, this aid was appropriate because it was related to the students' level and age because teenagers enjoy going to discotheques and talking about them. It was also appropriate to the students' understanding since they could complete a related task in a very short time. Finally, the audio was clear and the volume was the right one for everyone to listen to what the three couples talked about.

In the last class, a dialogue was used to reinforce the grammar topic, *Can you talk about a place you visited?*, with the objective of reinforcing the past simple of regular verbs. The teacher played a dialogue called 'Where was Brian last night?' First, students listened to the dialogue, and then the teacher repeated the dialogue three times more to make sure everybody had understood what was said. While listening to the dialogue for the last time, the students took notes of what they heard and later they compared them with their classmates.

This dialogue was pertinent because the students practiced the past tense of regular verbs. The students also enjoyed listening to the excuses made by one of the characters in the dialogue.

Furthermore, this aid was appropriate because it was related to the students' level, age and understanding. And the students completed the exercise in their textbooks that had some gaps in the

same dialogue they had listened to. Finally, the quality of this audio aid was clear, funny and easy to understand.

Movies

In the third class, a chapter of the series “Friends” was shown by the teacher to practice the lesson topic on *Present Continuous*, with the objective of improving the listening skill. The series played lasted the entire period, and no further activities were developed.

This audiovisual material was not pertinent to the class content and objective because it was not related to it, and the students found it difficult to understand, and it was not to the students’ level, age, and understanding. Finally, this audiovisual aid was clear and the sound was good, but the students lost interest because they could not understand what was said.

In the fourth class, the movie “E.T.” was used by the teacher to continue the lesson on the topic, *Present Continuous*, and with the objective of improving the listening skill. As the movie was being shown, the teacher paused it to ask the students various comprehension questions, for example, ‘What is he doing?’. They responded, ‘He is riding a bike.’ The teacher also paused the movie to give additional examples of the present continuous, such as: ‘They are talking in the house’, ‘The mother is shouting,’ ‘The boy is running’.

This audiovisual material was pertinent because it was used by the teacher to improve listening comprehension, and to illustrate the use of the present continuous. Students enjoyed watching the movie.

Moreover, this aid was appropriate because it was according to the students' level, age, and understanding; students were interested in the movie because they knew the characters. Finally, the quality of this audiovisual aid was good because it had good sound and it was clear.

As Voltz (2010, p. 175) states "... Audiovisuals can be cassette recorders, videos, computers, etc. They present information in a pictorial fashion..." This helps to listen and to look at the same moment when students are learning a new language.

Learning Styles

After the fifteen classes were observed, it is important to mention that the teacher considered the different learning styles of the students to explain his classes. He used posters, flashcards, pictures and the whiteboard to help the visual learners. And for the audiovisual learners, he used dialogues and movies. The use of all these supplementary materials not only helped the students understand what was taught, but also promoted their participation and motivation. The students enjoyed listening to the dialogues and watching the film.

In this regard, Spaulding (1998, p. 4) reports "...All behavior occurs for a reason, that is, all behavior is the result of motivation..."

This quote confirms that motivation is an important factor that influences students' behavior and the way they learn. Furthermore, students with a high degree of motivation obtain better results, learn faster, and participate more.

10th Grade

Flash cards

In the first class, the teacher used some flashcards to focus on the topic *Can you talk about offers and intentions?*, with the objective of learning about offers (will) and intentions (going to). The teacher presented the vocabulary for this lesson: 'bike', 'toothbrush', 'money', 'socks', 'sneakers' and 'glasses'. He used the flashcards to help the students retain these words and improve their pronunciation. Then, they had the opportunity to pass the flashcards around and read them individually and create sentences with will and going to.

The use of the flashcards was pertinent because they related to actions that could be done using will and going to, which was directly related to the content and the objective of the class.

Additionally, the flashcards were appropriate to the students' level, age and understanding because they motivated them to make sentences with the patten learned. Finally, the flashcards were big and had very nice colors and pictures.

In the fourth class, the teacher also used some flashcards to focus on the topic *Can you buy things in a store?*.The objective of this class was to practice some phrases, like: 'It is too small' or 'It is not

big enough'. The teacher reminded the students the vocabulary related to clothes, such as: 'skirt', 'shirt', 'jacket', 'scarf' and 'hat'. Next, he used the flashcards to illustrate situations involving shopping for clothes and sizes, in sentences such as: 'This skirt is too small for me', or 'The coat is not big enough'. Then, the students repeated the words and phrases orally, and later they were asked to create their own sentences using the information from the flashcards.

This visual aid was pertinent because the phrases used were related to the topic and content of the class and the students could make related sentences using life-like situations that occur when shopping for clothes.

Additionally, the flashcards were appropriate to the students' level, age and understanding because they were motivated by them and could give good examples relating them to their experiences because teenagers enjoy shopping for clothes.

Lastly, the quality of the flashcards was good because they were big and had bright colors that helped motivate and get the attention of the students.

According to Dodge (1994, p.2) "Traditionally, flashcards have been used to study vocabulary... However, flashcards can also be used to help students in ... making meaningful connections and processing the material more thoroughly."

Whiteboard

In the first class, the teacher used the whiteboard to explain the topic *Can you talk about offers and intentions?*. The objective was to learn about offers and intentions. First, the teacher explained the lesson by writing some examples using *will* for offers and *going to* for intentions, for example: 'I am going to practice a sport', and 'I will arrive in ten minutes'. He wrote correctly the sentences using color markers to make visible the correct use of *will* and *going to*.

Then, some of the students were called to the whiteboard and wrote similar exercises to practice how to write the newly learned structures, while their classmates copied the exercises on their notebooks.

The use of the whiteboard as a visual aid was pertinent because it helped students understand the grammar in this lesson. In addition, this supplementary material was used appropriately by the teacher because the examples had relation to the students' level, age, and understanding. The explanation of the teacher was clear and the students wrote good examples.

In the second class, the topic of the lesson was *Can you talk about quantity?*. The class objective was to introduce the use of quantifiers. The teacher used the whiteboard to explain the difference about countable and uncountable nouns, as well as 'too much', 'too many', 'not enough'. Then, he wrote several examples leaving a gap for the students to fill in with one of the quantifiers. Several students

were called to the whiteboard to complete the exercises from the book, and they all corrected them.

The use of the whiteboard was pertinent in this class because it helped students understand when to use each quantifier. This aid was well used for the explication of the class and the students' participation.

Therefore, this supplementary material was used appropriately in relation to the students' level, age and understanding because they had no problem in understanding the sentences and the use of the quantifiers.

In the third class, the topic of the lesson was *Countable and uncountable nouns*, and the objective was to establish differences between these nouns. First the teacher wrote a list of countable and uncountable nouns on the whiteboard, and then he gave an explanation about why the countable and uncountable nouns are different. He also gave examples of their use in sentences, and wrote them on the whiteboard. Also, some students participated writing more examples on the whiteboard, while their classmates copied them in the notebooks.

This visual aid was pertinent because it helped the teacher reinforce the grammar structure. Another important point to be mentioned is that this supplementary material was used appropriately because when giving the examples and writing them on

the whiteboard, he took into account the students' level and understanding.

Lastly, the teachers' handwriting was understandable, the explanation written was neat and visible, the title and the important grammar structures were written with red marker.

In the fourth observed class, the topic was *Can you buy things in a store?*, and the objective of the class was to practice: 'It is too small,' and 'It is not big enough'. To review the content, the teacher wrote the grammar rule on the whiteboard and then explained that 'too + adjective' is used when there is a quality in excess. When the quality is not sufficient, 'not+ adjective+ enough' is used. Then, the students were asked to write on the whiteboard sentences using the rule.

This supplementary material was pertinent because the students could use quantifiers to form sentences with previously known adjectives, which was the class objective and topic.

Also, it is important to mention that this supplementary material was used appropriately because it was according to the student's level, age and understanding of the language: the teacher used simple examples and all the students were able to understand and to complete the exercises proposed by the teacher.

In the last class, the topic of the lesson was *Can you talk about movies?*, and the objective was to reinforce the past simple of regular and irregular verbs. The teacher used the whiteboard to explain the

content and wrote some sentences in past tense, such as, 'I saw an interesting movie', and 'Sara loved science fiction movies'. Then, students wrote four additional sentences on the whiteboard and copied them on their notebooks.

The use of this visual aid was pertinent because the students could identify how to describe an action in the past, in the context of a familiar topic.

This supplementary material was used appropriately in relation to the students' level, age and understanding because they were helped by the use of color markers to show how to change verbs from the present to the past and later they used them to write about movies, a topic they enjoy a lot at their age.

Dialogues

In the first class, a dialogue between three friends making offers was used to reinforce the grammar about *Can you talk about offers and intentions?*, and the class objective was to practice how to make offers. The teacher asked the students to listen to dialogue and repeated it three times. Next, the students completed a task in their books which used the vocabulary and grammar structure object of this lesson.

This dialogue was pertinent because it gave examples of how to make offers in accordance to the content and objective of the class. Besides, the dialogue was appropriate because it was related to the students' level and understanding; they listened to it and could

answer questions related to it, such as: 'Why did Rob not go with Linda?', 'How did Greg help?', 'What is Rob going to do?' .Lastly, the quality of this audio aid was good because the CD had a good volume and it was easy to understand the two people talking.

In the second class, a dialogue was used to reinforce the topic *Can you talk about quantity?*, with objective of identifying quantifiers. The teacher asked the students to listen to the dialogue that talked about quantifiers, such as: 'some', 'much', 'a lot of', 'many', and 'any'. The teacher repeated the dialogue three times and gave the students five minutes to complete a task in their books, where they had to fill in the blanks with the correct quantifier. Then, the teacher asked students to practice what was learned by telling each other sentences with the learned words.

This dialogue was pertinent because the students could identify the quantifiers in the dialogue and use them according to what they learned. The supplementary material motivated students' attention since they were interested listening to the dialogue.

Furthermore, this aid was appropriate because it was according to the students' level, age and understanding. With the repetition of this dialogue, the students could improve their pronunciation, and identify quantifiers. Lastly, the quality of the dialogue was excellent because it was clear and loud, which facilitated its understanding.

In the fifth class, a dialogue was used by the teacher to reinforce the topic *Can you talk about movies?*, with the objective of

reinforcing the past simple tense of the verbs. The teacher asked the students to listen to a conversation between Rob and Linda, repeating the dialogue three times. Then, the students were given five minutes to complete a task where they had to write verbs in the past simple, , such as, 'phoned', 'arranged', 'met', 'got', 'was', 'went', 'bought', 'danced' and 'enjoyed'.

This dialogue was pertinent because it contained sentences in the past simple. It is for that reason that it was according to the content and objective of the class. Also, the students were motivated to complete the exercise.

Additionally, this aid was appropriate to the students' level, age and understanding because it focused on verbs that were familiar and applicable to the students' lives. Finally, the dialogue was of good quality because its volume was high and the characters spoke in a clear and loud voice.

Maps

In the second class, the teacher used a map of North America to talk about *Can you talk about quantity?*, and the objective was to practice the vocabulary related to quantity. The teacher used the map to talk about the problems in North America, giving some examples, such as, 'There is a lot of pollution in Kentucky', and other examples about prices of goods in Kentucky.

This material was not pertinent because it did not have relation to the content and the objective of the class; the students could not

create sentences using quantifiers. Definitely, the map did not help students' comprehension.

In the same way, this visual material was not appropriate because it was not according to the students' understanding. The teacher talked about the prices in Kentucky, but the students were not at all familiar with that place. Although the map was neither pertinent nor appropriate, it was a good material because it was big, colorful, and new.

Stories

In the third class, the teacher used a story about a girl called *Alissa* to identify *Countable and Uncountable nouns* using the audio and hard copies given to each student. The objective was to establish differences between these two types of nouns in sentences such as, 'The lady has a lot of money', 'There is a man outside the house'. The teacher asked the students to underline the countable with red, and the uncountable nouns with blue, according to what they heard in the audio and what they found in the written story.

Therefore, this supplementary material was pertinent because it contained countable and uncountable nouns, and the students could identify them in the story. This story was very motivating to the students since it had simple grammar structure that facilitated their comprehension.

In addition, this story was appropriate because the teacher chose it according to the students' level and understanding and they

underlined familiar nouns, such as car, money, house, men, room, clothes, and school. This activity was easy for them because the story itself was simple, easy to understand and used simple sentences.

Finally, the quality of this audio material was excellent because the story was told in a clear and audible voice, and the hard copies handed by the teacher were also clear.

In the fourth class, the teacher used an audio story called "The Mill on the Floss" to continue with the topic *Can you buy things in a store?*. The objective was to practice the sentences: 'It is too small' and 'It is not big enough'. First, the teacher played a section of the story, and the students repeated what was said. At the same time, they had to find new words.

The audio material was not pertinent because it was not related to the content and the objective of the class; the story was long and complicated, and had several new words. This story was not interesting for the students; they were bored in the class hour.

The supplementary material was not appropriate in relation to the students' level and understanding. Students were not motivated and lost interest in the class. Finally, the quality of the story was good because it was played in a loud volume and the speakers told it in a clear voice.

Movies

In the third class, the teacher used the movie "Hundred million B.C", to continue the lesson about *Countable and Uncountable nouns*.

The objective was to establish differences between the two types of nouns. In this class, the teacher played the movie throughout the hour and the students watched. While this happened, he wrote a list of countable and uncountable nouns and the students had to say if the nouns were mentioned in the movie.

This audiovisual aid was not pertinent in relation to the content and objective of the class because it had many new words, it was hard to determine if the countable and uncountable nouns written by the teacher were mentioned in the film, and students lost interest in the movie because it was also not appropriate to the students' level and understanding. Also, the teacher never stopped the movie to ask questions about the nouns. Lastly, the quality of the movie was good because it was clear and visible and it had a good sound.

Pictures

In the fourth class, a picture of a woman wearing a coat, a skirt and boots was used by the teacher to reinforce the topic *Can you buy things in a store?*, with the objective to reinforce vocabulary about clothes and write sentences with the verb 'wear'. First, the teacher asked the students to describe in sentences the clothes that they observed on the picture, for example, 'She wears black boots'; 'She wears a purple coat'. Then, they wrote the sentences on the whiteboard. Later, the students gave more examples with the verb and vocabulary they already knew.

This visual aid was pertinent because it helped students to use their imagination and make sentences using the simple present with the verb 'wear', and vocabulary related to clothes by looking at the picture, which was the content proposed for this lesson.

Therefore, the picture was appropriate to practice the language and it was chosen by the teacher according to the students' level, understanding and age because teenagers like to talk about what they wear and what is in fashion. The students were motivated to participate and give oral sentences about the picture. Lastly, the quality of this supplementary material was very good because the picture was big and colorful.

In the fifth class, three pictures about comedy, action and horror movies were used by the teacher to start the topic *Can you talk about movies?*, with the objective of reinforcing the past simple of the verbs. First, the teacher explained the type of movies in each picture, such as 'comedy', 'romance', 'action', 'science fiction', 'horror', 'cartoon', and 'detective'. Then, he wrote sentences on the whiteboard as examples for the students to follow, like: 'I saw a horror movie'. Students participated by adding more sentences using the past simple. Then, students wrote a short paragraph on their notebooks using the pictures as reference.

These visual aids were pertinent because they helped students use their imagination and relate what was learned to movies they had watched. They found it easy to make sentences using the past simple.

Thus, the pictures were appropriate to practice the language because they were chosen according to the students' level, age and understanding. The students are familiar with many varieties of movies, and enjoy watching and talking about them at their age. The examples were simple, and useful to express their interests. Lastly, the quality of this supplementary material was very good because the pictures were big and full of colors.

Posters

In the fourth the class, a poster showing clothes was used to review the topic *Can you buy things in a store?*, with the objective of practicing, 'It is too small', and 'It is not big enough'. First, the teacher displayed the poster, and referred to it to remind the students about clothing. Next, the clothing items were used to make examples using the grammar structure proposed.

This visual aid was pertinent because it helped the teacher to present known vocabulary and use it with the expressions 'too small' and 'not big enough'. It is necessary to mention that looking at the poster about clothes students were motivated making sentences such as: 'This shirt is too small' or 'The jacket is not big enough'.

Additionally, this visual material was appropriate in relation to the student's level, age and understanding because the students understood what they had to do and they practiced the structures in a short dialogue they created. Similarly, the quality of

this supplementary material was excellent because it was big enough to catch the attention of the students and it had bright colors.

Learning Styles

After the five classes observed, it is necessary to mention that the teacher used different supplementary materials to explain the lessons, and when choosing these materials, he took into consideration the different learning styles of his students. For the visual learners he used: whiteboard, posters, flashcards, pictures, and maps; for the audiovisual learners he used dialogues, stories, and movies. Besides, the whiteboard was used to help the students understand the lessons and helped improve their interest and attention in the class. Moreover, the teacher recognized that students enjoyed looking at the pictures, poster and movies that relate to their interest and age and which allow them to use their imagination when describing situations that are familiar in this stage of their lives.

According to Halliwell (2000, p. 18) "Teaching will sometimes involve teachers ... in devising activities of their own." This was true for the teacher, who very creative and always tried to relate what was taught to real life situations of his students, to get their attention and increase their participation using the language being learned and motivating them to express their own ideas. He followed the recommendation that all the techniques used in class must motivate students and must encourage them to learn more.

Comparative Analysis

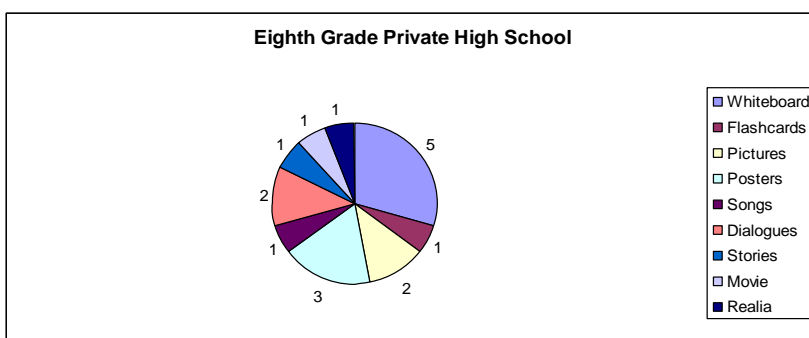
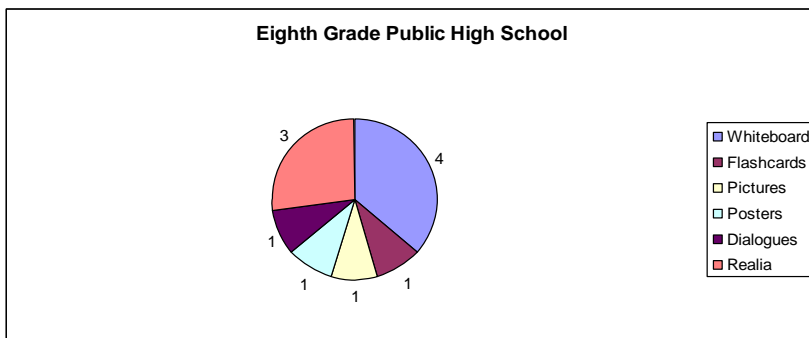
The research study does not only analyze which supplementary materials are used in the observed public and private high schools, but it also compares how often the supplementary materials are used in both schools. These are the results found:

8th Grades

Ten classes were observed in eighth grade: five in a public high school, and five in a private high school. The teachers in the public high school used supplementary materials eleven times: the whiteboard was used four times; realia three times, and flashcards, pictures, posters, and dialogues one time each. It is clear that the supplementary material more widely used was the whiteboard, followed by the use of realia.

On the other hand, in the private high school, the supplementary materials were used 17 times: five times the whiteboard; three times posters; two times pictures and dialogues; and one time flashcards, songs, stories, movies, and realia. The results show that private high school teachers use supplementary material more frequently than teachers in public schools.

The results of the number and kind of supplementary materials used in eighth grade can be seen in the following Pie Charts.



Regarding the 8th grade student surveys, the results were similar for the public and private high schools. In both cases, students expressed their preference for the use of more supplementary materials in class, and suggested their teachers should use them more frequently. For example, the students from both high schools asked for more videos, photos, dialogues, maps and modern songs relating to the topic of the lessons.

As an observer, I agree with the students' request because the class topics gave the opportunity to use more supplementary materials than what actually was used by the teachers.

9th Grades

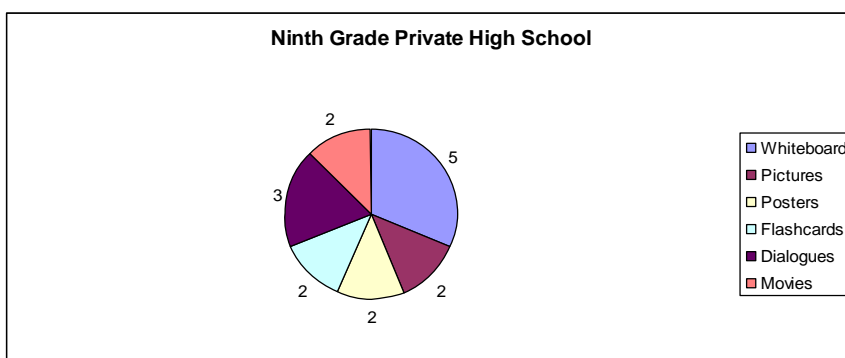
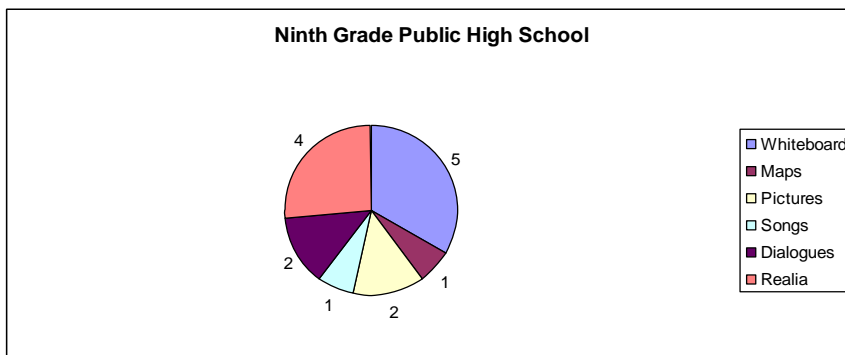
In the five classes observed in the public high school, the supplementary materials were used 15 times: the whiteboard five

times; realia four times; pictures, songs, and dialogues two times, and maps only one time. In contrast, in the private high school, the teachers used sixteen times supplementary materials in the five observed classes: five times the whiteboard; three times dialogues; two times flashcards, pictures, posters, and movies. When comparing these results, the difference in number between both schools is not significant: 15 vs. 16.

It is worth noting that the teachers in both high schools relied on the whiteboard everyday to explain their lessons, mainly because this supplementary material is very easy to use, it is visible to all the students, it allows their participation and it is not expensive.

In these two grades, it was also noticed that the private high school had better and more supplementary materials. The teachers had all kind of material in the Language Lab, and they just had to pick the one that referred to the lesson they were going to explain. The situation in the public high school is completely different because the few supplementary materials available were made by the teachers.

The results about the use of supplementary materials in ninth grades can be easily seen in the following Pie Charts.



Regarding the 9th grade student surveys, the students from the private high school who answered the survey marked videos, music and websites as the supplementary material they would like their teachers to use. The students in the public high school marked almost all the supplementary material listed and they seemed eager for their teachers to use them. They explained that supplementary materials help them understand better and faster, while making the classes more participative and interesting.

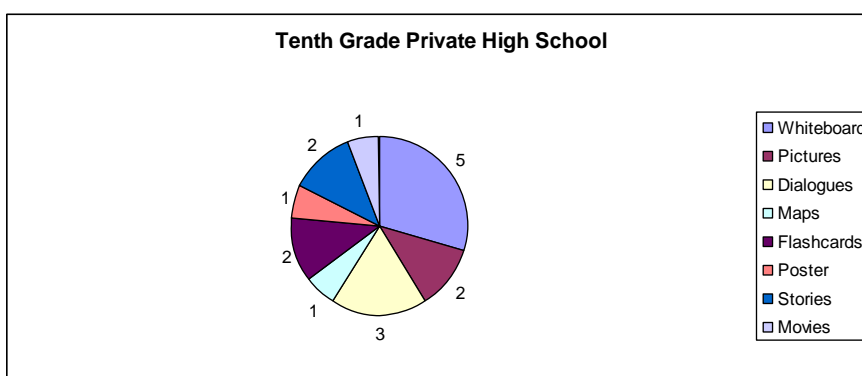
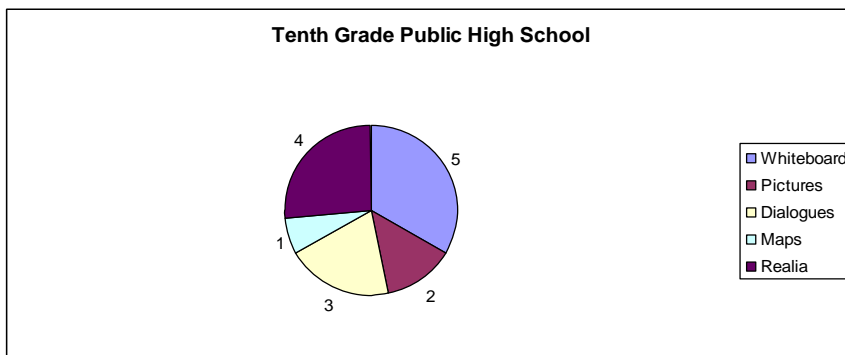
Personally, I consider that the ninth grade teachers in the private school could use the latest technologies, such as computers and websites because there were computer labs and internet access available, but they were not used to teach English; they were used only to teach the use of computers.

10th Grades

In total, ten classes were observed in two tenth grades: one in the public high school, and one in the private high school. The teachers observed in the public high school used fifteen times supplementary materials: whiteboard five times; realia four times; dialogues three times; pictures two times; and maps one time. In contrast, in the private high school there was a higher usage of the supplementary materials; they were used seventeen times: whiteboard five times; dialogues three times; flashcards, pictures, and stories two times; maps, posters, and movies one time.

The difference in the frequency of the use of supplementary material in the public and private schools is not significant: 15 in the public school versus 17 times in the private school. In both, teachers used the whiteboard in every class to introduce their lessons, review structures, write examples, and ask students to participate, but it was also surprising to see how the teachers used diverse materials to help students understand and to make their lessons more interesting.

The use of supplementary materials in tenth grade can be seen in the following Pie Charts:



In relation to the surveys collected, in the 10th grade students in the public school wanted their teachers to use supplementary materials in every class. They mentioned that they learn more and paid more attention when the teacher used different materials to explain the class or to make exercises. This feeling was shared by the students in the private high school, since they mentioned that they would like their teacher to use Power Point Presentations and Web sites in as supplementary material.

The analysis of the different types of materials used by the teachers in the tenth grades, demonstrates that the whiteboard was used in every class. Realia was used more in the public high school while dialogues were used more times in the private high school. The

total number of materials used is high in both schools. Although in every class observed in the private school they had their own supplementary material, including a CD player, maps, flashcards, posters, among others, the teacher did not use them as frequently as they could have done.

To conclude, teachers in the public high school used 41 times supplementary materials, while teachers in the private school used them 50 times. Considering that the private high school had more supplementary materials available, the difference between the two high schools is not significant. While in the private high schools the materials were bought and of very good quality, the ones used by the teachers in the public high school were made by the teacher and they showed their creativity and their interest to capture their students' attention.

Conclusions

- Based on the results, this study demonstrates that the most used supplementary material in both schools observed, public and private, is the whiteboard. There is almost no class where this material is not used.
- Teachers in the public high school use realia more times than those in the private high school because this material was more at hand, while teachers in the private high school used more audiovisual materials to support their classes, such as: songs, dialogues, stories, and movies.
- The supplementary materials never used in both schools are Power Point Presentations and Web sites, although nowadays they are very popular, easy to find. This was due to the fact that the computer labs in both schools were strictly used only to teach the use of computers, but not to teach English or any other subject.
- The variety of supplementary materials was also higher in the private high school because, in general, private schools have higher budgets to buy material.
- In the majority of the classes observed, the materials chosen by the teachers in both high schools were pertinent to the class content and objective; they related to the grammar structures and vocabulary being taught.
- Teachers in the private high school were more attentive to the different learning styles of their students than the teachers in the

public high school. This is probably the result of the high number of students in every classroom in the public high school; teachers can not get to know each one of their students.

Recommendations

- In general, the use of supplementary materials in class should be promoted at all levels. Teachers should be trained in how to create colorful, good quality material, and one that is according to the topic of the lesson.
- There should be more constant teacher training on the issue of learning styles. Considering that although teachers can perceive their students' learning styles, most of the times, they do not know how to adapt the available material to those styles, and they must be considered when choosing the supplementary materials to be used in class.
- Teachers must use supplementary materials that are pertinent to the class topic and objective to help students understand the topic, motivate their participation and support them in applying the structures learned.
- Teachers must plan their classes more carefully to ensure the supplementary material to be used is related to the skills being taught, as well as appropriate in regards to the students' age, level and understanding.
- The movies should be chosen in relation to the topic of the lesson, and to students' interests. Movies with English subtitles should be selected to help students understand the content.
- The quality of the supplementary material should be more important than the quantity of material used to avoid confusing

students, when too many different aids are used in the same lesson.

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ANNEXES

Annex No.1

QUALITATIVE TABULATION

Chart One: Type of supplementary material used in Public and Private high schools

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:

Annex No. 2

Chart three: Pertinence and Appropriateness of the supplementary material used in Public and Private high schools

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

Author:

Source:

Annex No. 3

QUANTITATIVE TABULATION

Chart nine: Frequency of use of supplementary material per grade

Variable	Indicators	Public		Private		
		f	%	f	%	
Visual	flash cards					
	power point presentations					
	Maps					
	Pictures					
	Charts					
	Handouts					
	Posters					
	word cards					
	white/black board					
	Audio	Songs				
		Dialogues				
		Stories				
		Tales				
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	objects (toys, plants,fruits)					
Online	Websites					
TOTAL						

Author:

Source:

Annex No. 4

Chart twelve

Grades	Public (f)	Private (f)
8th		
9th		
10th		
TOTAL		

Author:

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ CLASS N° _____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJETIVE (S): _____

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

Visual	flash cards	
	power point presentations	
	Maps	
	Pictures	
	Charts	
	Handouts	
	Posters	
	word cards	
	white/black board	
Audio	Songs	
	Dialogues	
	Stories	
	Tales	
Audiovisual	Videos	
	Movies	
	Documentaries	
Realia	Objects (toys, plants, fruits)	
Online	Websites	

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

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

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

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

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

Was it elaborate and applied with creativity and originality? yes ___ no ___ Why?

Were students motivated with the presented material? yes ___ no ___ Why and How?
(For example, activates participation, awakes students' interests and curiosity)

How do you consider the quality of the used material?

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ CLASS N° _____

GRADE: _____

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

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ CLASS N° _____

GRADE: _____

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

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

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

What type of supplementary 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?
