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**THE USE OF SUPPLEMENTARY MATERIALS IN EFL CLASSES: A
COMPARATIVE ANALYSIS OF PUBLIC AND PRIVATE HIGH SCHOOLS**

Research done in order to achieve the
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English as a Foreign Language

AUTHOR:

LÓPEZ TERÁN ALEXANDRA CAROLINA

ADVISOR:

MGS. NESTERENKO NINA

UNIVERSITY CENTER QUITO

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Mgs. Nina Nesterenko

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 Técnica Particular de Loja.

Loja, September 2011

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MGS. NINA NESTERENKO

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Alexandra Carolina López Terán

Author

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Alexandra Carolina López Terán

Author

DEDICATION

I want to dedicate the present work to my husband Pablo, for his constant support and understanding, to my daughter Elisie and to my son Pablito.

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I would like to express my appreciation mainly to my God, to my family and friends who helped me in the development of this work, to my mother Ana María, because thanks to the effort that they made to give me the opportunity to attend the school, after married I could continue with my superior studies.

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Abstract

This study has researched the use of supplementary material in EFL classes: a comparative analysis of public and private high schools, and its main purposes are to determine the type of supporting materials used in EFL public and private high schools, and to compare the supporting materials used in them. So, I have selected a place located at the north of Quito city, in the “Marianas” neighborhood, which belongs to Calderon parish. The samples analyzed for this job were taken from 8th, 9th and 10th grades in “Joseph Louise of Lagrange” private high School, and “Nicolas Jimenez” public high school, fifteen classes were observed in each school.

In order to conduct this research, it was necessary to use the qualitative and quantitative methods which were used for the analysis and interpretation of data gathered in the thirty observed classes in the different grades, in both high schools. Also some instruments were used as data collection formats, observation formats and tables. This research evidences that the use of supplementary material in EFL classes is very important, due to the fact that the students in the private high school were more interest to learn the EFL, because their teacher used a wider variety of materials than in the public high school.

Introduction

Since a lot of time ago, EFL teachers have been worried in the teaching-learning process of the language in a nonnative country due to the fact that this activity is very complex and diverse. Regarding some of the components that they have considered the most important to take into account in this situation are the “socio-cultural”, which is considered decisive when somebody wants to teach, “the success of the teaching-learning process” that depends on the selection of the bibliographical component, and the last is the “methodological” which is considered as the most important because it uses methods, resources, and techniques that support the teaching of English in the best way.

For those teachers, the most important result in the educational field is to reach their purposes successfully, which is not an easy task. That is why they believe that all teachers should use appropriate tools that help to make the work easier to them. So, in relation to their experience, it has been suggested that one of the most important aids could be the use of supplementary materials, which are very helpful to develop pleasant and motivated classes. Nevertheless, the adequate selection of those materials is also a very important job, which requires teachers’ responsibility because they must choose their aids in terms of pertinence (topic, objectives, and content) and appropriateness (students’ needs) in each lesson.

The most common supplementary materials are visual, audio, audio-visual, realia, websites, etc. Some EFL teachers and researchers believe that teachers usually do not use materials appropriately or do not use them at all. Due to that doubt those teachers and researchers want to know if this situation is true or no, and that is why they have proposed to do this research study with the topic “The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools” and its specific objectives are to identify and analyze supporting materials used in EFL public and private high schools, describe and analyze each one of supplementary materials used in EFL classroom in terms of pertinence (content), appropriateness (students’ needs), and quality, and determine the frequency and variety of the supplementary material used in the observed public and private high schools. So, the main goals are determine the type of supporting materials used in EFL public and private high schools, and compare the supporting materials used in public and private high schools.

Previous studies about this topic have already been done around the world. Thus, some of them have been taken into account in this research to support the information and know their results. For instance, one of the authors, Kelsen, B. (2009) had the purpose of exploring the use of You Tube in an EFL situation by surveying the student’s attitudes towards the use of this material. He stated that You Tube can be used as authentic material input and as a

motivational tool. He also identified some limitations; it was that questionnaires were only written in English. The self-reported nature of the survey may have led to students to overstate their answers. The relatively small sample size and the fact that all of the participants came from the same department means that the results cannot be extrapolated to the general student population. Other authors, such as Chen, Y. Chen, P. (2009) had the purpose of exploring whether the use of English popular songs can enhance elementary school students motivation and learning performance. They also stated that overall class motivation had significantly increased after creative teaching. And their limitations were that female students agreed that the songs were easier, while male student's responses were approaching "agree". Those researches and other ones have been the greatest motivation to carry out this investigation in high schools in my city.

On the other hand, the results of this research will benefit mainly teachers and students because if teachers will want to have taken into consideration this study to use adequate supplementary materials, and motivate the students to develop interest in EFL classes, it would also contribute to improvement the educational system. Besides, researchers interested in similar topics could use this material to know other opinions and results and to support their studies.

Regarding the limitations of this study, it could be mentioned that in the public high school there was difficulty to obtain the authorization to carry out the observation classes. It was because the secretary asked me a written request which was refused two times. Then, I awaited the authorization for three days and finally started the activity, but there was also other obstacle because during two days, I could not do my job because teachers were attending meetings. Second, the observed teacher was not kind enough because he asked me a lot of information about my job; but he did not answer all my questions. Finally, I realized that students were very tense and very attentive in the class during the first and second day. Then, they got a little bit more relaxed; nevertheless, it was difficult to know if all the students were really attentive at every moment.

As a recommendation for future researches, it will be important to develop the observation process during more days to know better the students and the teacher.

Methodology

As this research is aimed at analysis of the use of supplementary material in public and private high schools; therefore a qualitative and quantitative approaches were used.

First of all, a wide review of literature on the topic was carried out using different sources such as internet, journals, books, and previous investigations. All the selected information was condensed in index cards to arrange the literature review.

The field research was accomplished through the cooperation of a public, and a private high school that authorized the observation of fifteen classes in each one, but in total, the observed classes were thirty. Thus, I started my research during a week in the public high school where three grades were selected to observe five classes in each one; they were 8th, 9th and 10th of basic. The supplementary material used to teach each lesson was kept in check in an observation sheet and in the end of each class the teacher and a student filled a survey each one to get more information about the use of supplementary materials. On the next week, I followed the same process in the private high school. Then, for the tabulation process all the information obtained was registered in tables.

The most important students' characteristics in both high schools were that the students' age, in 8th grades fluctuated between 11-13, in 9th 12-14 and in 10th grade 13-15 years. In conclusion, almost all the students were teenagers. On the other hand, regarding the gender, the public high school had 13 males and 31 females in 8th, 15 males and 24 females in 9th, and 12 males and 22 females in 10th grade, and the private high school had 5 males and 12 females in 8th, 6 males and 9 females in 9th, 7 males and 8 females in 10th grade.

In addition, this research was carried out in a private, and a public high schools at the north of Quito, in the "Marianas" neighborhood, whose place belongs to Calderon parish.

Bibliographic, analytic and descriptive methods were used in this research project. Bibliographic methods for gathering the scientific material which were necessary to do the literature review and the analytic and descriptive methods in all other stages, in order to do the descriptive and statistical analysis, as well as the interpretation of the data gathered through the field research.

As part of my research, I had to collect information through several techniques such as reading, note-taking, surveys and interviews. Moreover, I also used some instruments such as data collection formats, observation formats, and tables. Other resources were books, internet and the didactic guide.

The collected information was carefully analyzed and classified into qualitative and quantitative tables, according to the variables such as visual, audio, audiovisual, realia, and On-line sources and the indicators such as flash cards, power point presentations, maps, pictures, charts, handouts, posters, word cards, the white/black board, songs, dialogues, stories, tales, videos, movies, documentaries, objects, and websites. The chart one and two were a referent to determine the use of supplementary material in the EFL classes in a public and a private high school. Charts 3-8 showed if each supplementary material was used in terms of pertinence, appropriateness and quality. Charts 9-12 determined the frequency of use of the supplementary material used in both high schools observed.

Subsequently, I could analyze and compare the variables and indicators to know the type of supporting materials used in the public and private high schools and to compare the supporting materials used in public and private high schools. In conclusion, this study has carried out all the objectives of this research.

DISCUSSION

This section is composed of five essential parts: literature review, results, description, analysis, and interpretation of results, conclusions, and recommendations. The literature review refers to the conceptions of several authors who provided us a very wide knowledge about the use of supplementary material in EFL classes.

In the last part of the Literature Review are five researches made some time ago. They have been also a very important support to demonstrate the importance of the use of supporting material in other countries.

Literature Review

Regarding to supplementary materials, it is indispensable to know that the use of them in EFL classes is very important and interesting in many ways. So they should be frequently used by teachers in the teaching-learning process. When supplementary materials are used in a proper way, teachers can usually reach their aims successfully because the students will be motivated in the best way. As a result, they will get more interested in learning the new language.

Obviously, there are some theoretical information and previous studies about this topic that all teachers should know before using supplementary materials in their classes, and which will be mentioned below.

Teaching a foreign language

Teaching a foreign language is a complex activity which requires a lot of teachers' creativity and interest, it is mainly because students are not usually interested in enhancing their knowledge of a foreign language. For this reason, it is very important that teachers use tools which may help them to introduce and develop the EFL classes in an attractive way which is not an easy job. According to Brown (2000, p. 23), "...good language teachers should develop intuition. Moreover they need to be mindful about how learners respond to learning situations and how they should be motivated, their learning preferences and styles or why they fail to master L2 and so on".

In the same way, Binis (2008) states that teachers must explicitly realize, how the process teaching-learning occurs. It could be done mainly by researching how people learn a foreign language and which factors benefit and affect this job.

In addition, Marschollek (2003, p. 5) states: "Foreign- language teaching is faced with the task of making language learning an unforgettable experience by allowing learners to develop wide range competencies".

Learners

A series of theoretical and practical educational studies has suggested that even if learners need assistance of the teacher to make a progress in their learning process, the most important

resource in the classroom is learners because they are considered as the core part in this process. However, it is important to take into account that there are some important differences among them.

For instance, concerning *age*, there are three groups of foreign learners such as young ages (children), older children (adolescents) and adults who require that teachers apply different methods for each. According to Apec (2006) many teachers consider that language learning is easier for younger children because they are more proficient at FL acquisition. However, older children and adults who study for longer time and practice the language frequently are considered as proficient as younger students, and their only disadvantage is their poor pronunciation.

Likewise, Hong & Morgan (2007, p. 6) state: “children, adolescents and adults have neurological, cognitive and psychological differences in L2A. Children are generally observed to be intrinsically better learners, while adolescents and adults have developed cognitive skills and self-discipline”.

Lastly, Stern (1987 p. 362) states: “...although children are probably superior than adults in acquiring an acceptable accent in a new language, they have a slower progress in other aspects of foreign language learning.....”.

Nevertheless, it is important to mention that each learner does not have only differences in age; they also have other differences known in a general way as *learner differences*. According to Hall

(1995) students differ in intelligence, socioeconomic status, culture and gender which influence learning. In the same way Hall expands a brief explanation of each factor: “Intelligence” is the ability to think and reason abstractly, in order to solve problems, and to acquire new knowledge. “Socioeconomic status” includes parents’ occupation, and level of education. “Culture helps” determining the abilities, values, customs, and behavior patterns a child brings to school. “Gender” is related with different treatment of boys and girls.

Likewise, Woolfolk (2007) states that our development as human beings is similar in many ways; however, every learner is a distinctive collection of talents, abilities, and limitations. They can have some differences such as, economic and social, ethnic and racial, girls and boys, and language differences.

On the other hand, it is very important to emphasize that most learners need their teachers to inspire, challenge, and encourage them. So, the best influence that teachers can apply on learners during the process of acquiring a foreign language is *motivation* which must be obviously positive. According to Binis (2008, p. 7), “motivation is the key factor which refers one’s success in learning a language. This means the thoughts and feelings we have which make us want to do something is the way, to find many factors that influence our motivation to learn a language”.

In addition to this, Woolfolk (2007, p. 395) states: “Most educators agree that motivating students is one of the critical tasks of

teaching. Motivation to learn involves more than wanting or intending to learn”.

Furthermore, Nunan (1999, p. 232) says: “Motivation refers to the combination of effort plus desire to achieve the goal learning the language plus favorable attitudes toward learning the language. Motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”.

Learning styles

An only definition of learning styles does not exist, but there are many authors that give their proper definition of the term. The different ways that the students use to learn during the process of teaching and learning are called learning styles which should be taken into account by teachers ever they prepare their plans.

Pashler, Rohrer & Bjork (2008) say that learning styles are different ways of instruction or studying that learners consider the most effective for them. Therefore, learning styles have an important influence within the education field.

Likewise, Giles (2003) states that learning styles are the ways how each learner receives and processes the new information through their senses. Many people use more than one style which is recognized as the multimodal style.

In the same way, Woolkfolk (2007, p. 124) states: “The way as a person approaches learning and studying is his or her learning style, which is determined by his/her preferences for particular learning environments. For instance: where, when, with whom, or with what lighting, food or music they like to study”.

Additionally, Keefe (1994, p. 8) defines learning styles as: “cognitive characteristics, affective and physiological behaviors that serve as indicators of how learners perceive, interact with, and respond to the learning environment”. Keefe also state that the cognitive characteristics are the ways the students structure the contents, make and use concepts, interpret the information, resolve problems, select the representation way (visual, audio, kinesthetic), etc. The affective behaviors are the motivations and expectations that influence in learning.

Finally, Curry (2006, p. 14) states that according to the Onion Model, there are many factors that affect the students learning as the following:

Ambient: environment illumination, sound and temperature; class distribution, etc.

Emotional: regarding to motivation, responsibility, etc.

Social factors: they are the ways the students prefer to work in classroom, for example, in groups, in pairs or individual way.

Physiologic: perception way (audio, visual, kinesthetic), time (class duration, schedule).

Physicologic: regarding to the age, gender, etc.

Teaching techniques

In the same way that learning styles are preferences that students have for learning; teaching techniques are preferences that teachers should carry out in his/her classes, taking into account the different characteristics of the context where he/she works. So, at this point the focus is on *teaching adolescents* who are usually considered as the most difficult group to teach in a general way.

Picolo (2010) states:

Teenagers are considerably more difficult to motivate and manage than any other age group. They look for meaning and significance in relation to their own lives in what they are taught. A clever teacher will capitalize on this and personalize their lessons in regard to what is going on in the lives of his/her students at the moment. Prior to learning, teenagers need to know why they are doing something, how it can help them and how it relates to their lives. Everyone prefers interesting lessons, but it is impossible to make all lessons fun. A teacher should use six resources when teaching teenagers such as music, role-playing and acting, class knowledge, a quick pace and games. A teacher who

understands the characteristics of a teenage learner, effective teaching methods and the resources to put those methods into practice is a teacher who will motivate and challenge a teenage class to learn with interest.

In the same way Budden (2009, p. 9) says: “teens are often the hardest age group for teachers to cope with, and there are six things to bear in mind: the natural information-gap, they’re still young, parents can be your allies, students have lives outside your classroom, knowing as much as you can about each and every student you teach, and using their technological knowledge to your benefit”.

Moreover, Rhinehart (2010, p. 10) states: “Keeping teenagers engaged can be one of the most challenging experiences a teacher will encounter. However, with a little imagination, reasonable boundaries and careful planning, ESL lessons for teenage students can become the highlight of the student’s academic life”.

Different teaching contexts

The contexts where the teachers develop their classes are often very complex, but the most common ones are related with organization, students, time schedule, and background.

Bacon (1999) states that:

The context of teaching includes anything in the surrounding environment: physical, social,

institutional and personal that influences teaching and learning. Physical environment includes the classroom where teaching/learning occurs. Social environment includes the relationship between teacher and students and the cultural norms. These cultural norms, this is what is expected of a teacher and a student; have to be considered as well. They include norms and attitudes regarding gender, age, class and ethnic roles. The Institutional norms play a similar role as well as cultural norms, but perhaps they affect more strongly what behaviors the teacher and students see as acceptable, and the personal context each instructor (and every student) brings to the classroom...

In addition, Schneider (1995) states that building a good teaching context means taking into account both the psychologist and the instructional perspectives.

Lastly, Barth (2002) states that:

.....the increasing diversity in schools results in significant problems for teachers who must pay particular attention to each student's sense of personal identity, and must value students, regardless of their backgrounds. Teachers also

must gain an understanding of cultures and offer instruction that is relevant to the various cultures. Teachers must use different teaching techniques that address individual learning styles and provide students with opportunities to interact with and respect their peers.

Supplementary material

At this part, it is important to mention that there is a very important way in which teachers can make the learning experience more interesting and memorable for learners and it is precisely using supplementary material in their classes.

There are some important *definitions* about this topic, for instance, Spratt (2005, p. 16) states: “Supplementary materials can be defined as “books and other materials used in addition to the course book” which complements the teacher’s work. These resources provide information concerned with the language and teaching process and cover these lacks that course books cannot”.

Another important definition about this topic is given by Sae (2005, p. 3) who states: “teaching aids are things used in the classroom to aid teaching and training. They fall into two main categories: visual aids such as overheads; and interactive tools such as a video programme or resource pack. It is good to bear in mind that too much material and too many different themes can serve to confuse the class”.

Similarly, Klaus (2010, p. 4) states: “Teaching aids are tools that classroom teachers use to help their students learn quickly and thoroughly. A teaching aid can be as simple as a chalkboard or as complex as a computer program. Klaus also declares “Because every individual learns in a different way, teachers rely on these tools to explain concepts to students with a wide variety of learning needs”.

On the other hand, even if during many years ago the *importance* of using supplementary materials have not been considered by teachers in their lessons because textbooks frequently have determined the control of all their classes, nowadays this aspect is changing in special in private institutions where the teachers are more worry in to improve the education level. Regarding this some points of view will be mentioned below.

According to Roberson (2010, p. 43), “many benefits of teaching aids include helping learners improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way”. Furthermore, Roberson adds that teaching aids also engage students' other senses since there are no limits as to what aids could be used when supplementing a lesson”.

In addition, Smith (2004, p. 3) declares: “Supplementary materials can enhance meaning, create context, and clarify confusing concepts making lessons more relevant. This is especially important for students who do not have grade-level academic background

and/or who have language learning difficulties. Smith also says “Using a variety of supplementary materials can also support different learning styles, when students can see, hear, feel, perform, create, and participate while making connections and constructing personal, relevant meanings”.

Further, Allwright (1990) states that teaching aids are important teaching tools for teachers to accomplish their purpose in teaching. The classroom teaching aids provide materials, books and equipment for teaching. The variety of teaching aids is specially made and designed by teachers.

It is also very important to explain the *role of supplementary materials* during the EFL classes because they function as stimulus to promote learning, increase the learners’ knowledge and diminish the level of difficulty.

According to Araya (2007, p. 11), “one of the main general ideas about the role that materials play in the language teaching and learning process is related to input and to stimuli. However, far from considering materials necessary because they are instruments to access the target language, they are one of the most powerful ways through which ideological attitudes and values can be developed in the classroom”.

Finally, a brief summary about each one of the different kinds of supplementary materials used by second language teachers in EFL classes will be mentioned in the next pages.

Visual

The most common group of visual aids for teachers are: flash cards, power point presentations, maps, pictures, charts, handouts, posters, word cards and the white/black board. On this respect Echevarria (2010, p. 11) says: “Visual aids can include overhead transparencies, models, graphs, charts, timelines, maps, props, and bulletin board displays. Students with diverse abilities often have difficulty processing an inordinate amount of auditory information and are aided with visual clues”.

In the same way, Moreira (1998, p. 21) states: “Visual Aids are pictures, the teachers themselves, the blackboard, real objects, flashcards and charts. Showing visuals focuses the attention on meaning, and helps to make the language used in the class more real and alive. Having something to look at keeps the students’ attention, and makes the class more interesting. Good visual aids are not just used once, but again and again, and can be shared by different teachers”.

According to Sae (2005, p. 7), “Visual aids are presentations in the form of text, cartoons, graphs, illustrations, photographs. These can be OHP transparencies, handouts, flipcharts, posters, objects etc. They help to break up the monotony, providing a visual stimulant to reinforce what the learners are hearing. Nowadays the most high-tech version is the use of a data projector, a computer and presentation software such as Microsoft PowerPoint”.

Audio

The most common audio aids for teachers are songs, dialogues, stories and tales. Sarango (1997) states that audio stories, dialogues, poems, speeches, dictation, oral comprehension and/or song exercises are invaluable aids in the process of learning-teaching a foreign language. And these materials are usually the mostly used by teachers in their classes. Sarango also says the advantages of those tools are that learners can hear the class again; they can listen the real pronunciation and also memorize in a good way the content of the class.

In addition, Maniruzzaman (2007) states:

The appropriate use of audio aids can be substantially helpful. On this respect since such learning aids and teaching machines stimulate, motivate and arrest the learner's attention during the instructional process. Audio-aids can be defined as models and devices that can be heard and give an image of something, somebody and some situations. They include recorded materials, radios, cassette players, cassettes. Teachers with a little training can use them in the L2 class in order to make the teaching methods, techniques and materials considerably effective and

interesting, and to help the learner getting a maximum benefit.

Audiovisual

In the group of audiovisual aids for teachers the most common materials are: videos, movies and documentaries. Echevarria (2010) states that audiovisual materials are available to enhance teaching and learning. These range from simple tape recordings to videos, DVDs, interactive CD-ROMs, and an increasing number of resources available on the Web.

In the same way, Sae (2005, p. 11) states: "Videos, DVDs and audio tapes can be useful ways of reinforcing, introducing or filling in detail on the second language being taught. These can be shown to the class as a substitute for a lecture or presentation. Or they can be used in conjunction with a work sheet which requires the class to fill in details from the visual/aural experience time and it is allowed for discussion before and/or after the showing".

Additionally Sarango (1997, p. 32) states: "Today audiovisual is an important device for introducing a new language. It is because it combines pictures with movement, color and sound. It enlarges our horizons, provides new experiences, builds curiosity and it is fun. This aid is also motivating and dynamic because it also presents real language, and it gives learners practice in dealing with the environment".

Realia

The most common aids in this group are: objects such as toys, plants, fruits, etc. Echevarria (2010, p. 19) says: “These are real-life objects that enable students to make connections to their own lives...”.

Further, Moreira (1998, p. 22) states: “Real Objects are in many ways the easiest kind of visual aid to use in class, as they need no special preparation or materials. Simple objects can be used not only for teaching vocabulary but also as prompts to practice structures and to develop situations”.

Another important point of view is given by Budden (2008, p. 14) who states: “Realia in EFL terms refers to any real objects we use in the classroom to bring life to the class. The main advantage of using real objects into the classroom is that it makes the learning experience more memorable for the learner”.

Online

In this group of on-line aids are websites. According to Holden (2000, p. 2), “A massive number of websites that help English learners has emerged. Google comes up with 85 million results for the phrase “learn English”.

Likewise, Malaya (2001, p. 5) states: “There are numerous web sites on the World Wide Web that have been created specifically for ESL/EFL learners. Many of these web sites can help your students to improve their proficiency in English. A great advantage of the World

Wide Web is that it is available 24 hours a day and if students have access to the internet outside the classroom, they can access the web sites at their own time”.

Lastly, Shuenn (2009, p. 426) says: “since 1998, more and more foreign educators have applied this friendly technology to classroom instruction and language learning. However, it seems that relatively few English teachers have ever used blogs in an EFL writing class which have formidable potentials as a useful tool for the teaching of EFL writing class”.

Regarding the *previous studies* about the use of supplementary materials in EFL or ESL classrooms, a short summary of some important researchers will be mentioned below.

From his point of view, Kelsen (2009) sought to gauge student’s attitudes and perceptions by using supplementary materials in the EFL classes. The purpose was making classes more interesting, being relevant to course materials, being beneficiate language learning, motivating students to learn in class, and motivating students to use this material to learn English outside of class.

During a semester some materials from You Tube website were selected as for example: clips related to topics selected from the textbook, clips connected to current events and music videos. Each clip was chosen due to its relevance for material covered in class, and appropriate vocabulary was taught prior to viewing all this material. Before and after viewing it, students were encouraged to preview and

review the clips at home. Furthermore, students were invited to suggest video clips to be used in class.

As a result from this study, students found the experience of using You Tube interesting, relevant, beneficial and somewhat motivating in class; however, although they were motivated to use these websites as a medium to study English outside the class, it was found that considerably fewer students revisited the websites in their own time.

On the other hand, Kelly, Kelly, Offner, and Vorland (2002) researched how authentic materials can be effectively used in the ESL classroom. In the first place, the researchers had an extensive collection of materials that included menus, maps, newspapers, inserts, store advertisements, travel brochures, catalogs, phone books, real estate pamphlets, and various pamphlets of sightseeing and tourist information. These materials were organized in sets which looked for an immersion the student in a multidimensional English experience. After, the researchers started handing out authentic materials to each student and had them work individually. Finally, students worked together with a partner to extract pertinent information that is necessary to answer questions. Besides, they were helped by researchers.

Consequently, it was found that when teachers use effective, authentic materials, it helps bringing the real world into the classroom and significantly enlivens the ESL class. At the same time,

it exposes the students to deeper understanding of and interest in the topic. On the one hand, the students develop their ability, and on the other hand, they learn how to disregard what is not relevant.

In addition, Rammal (2006) created effective teaching materials to be implemented in EFL classroom. So, he got acquainted with the video equipment for some time until he got used to it. After, he videotaped short segments that can be viewed and reviewed in order to allow longer time for student's classroom activities and participation. He focused on the language, content, and production. Finally, he also asked the characters to maintain pauses in the course of the dialogue. This gave students enough time to comprehend the language patterns that they are expected to use in classroom activities.

As for the content, he tried to choose situations whose content is of great value and interest to students.

In conclusion, he found that video material can be a very useful source and asset for the language teaching-learning process because it combines both fun and pedagogic instructions in an authentic material that reflect real interaction.

Meanwhile, Chen and Chen (2009) explored whether the use of English popular songs can enhance elementary school students' motivation for learning English. It was also an attempt to investigate the relationships between learning motivation and learning performance.

To create a more enjoyable learning environment for young students to learn English, a total of four English popular songs were presented in the CD player. In addition, the teacher also provided students with parts of the films to introduce the main plots of the two last songs. These English songs also provided a context to help students review sight vocabulary.

To understand the improvement of student's abilities through English song learning, a questionnaire was designed by the researcher. The questionnaire was subdivided into two categories. One was related to the variable "learning motivation" and the other was "learning performance". To sum up, there was a total of six hours instructional time within 12 weeks.

The results of this study showed that the majority of students were interested in learning English popular songs and their learning motivation also increased after engaging in this creative teaching activity.

The most important recommendation was that English popular songs could be used to practice the four skills – listening, speaking, reading and writing – together.

Finally, Orr (2008) researched on learner perceptions of interactive whiteboard (IBM) use in English in a foreign language class.

Student's perceptions were investigated in two ways. First, 26 learners from 8 different classes were asked at the end of their lesson

to answer the question, “What’s it like learning English in class with an IWB?”. They gave their answer orally and it was recorded, transcribed, segmented and codified according to the features appearing in data. Second, written responses to the question, “What do you like/dislike about learning with an IWB?” were segmented and codified as was done with the oral data. This second source of data came from an open question at the end of a questionnaire given out in several British Council teaching centers.

The results showed a general appreciation of the introduction of new technology but suggested there is little in the way of an improved pedagogy being implemented that might immediately justify the investment. On the other hand, it would appear that the promise of interactive whiteboards have not been unfulfilled yet, except perhaps in the case of a few teachers.

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: Alexandra López

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

Chart two : Type of supplementary material used in private high school

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

Author: Alexandra López

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

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th 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										
	Stories										
	Tales										
Audio-visual	Videos										
	Movies										
	Documentari.										
Realia	Objects (toys, Plants, fruits)	✓	✓	✓	✓	✓	✓				
Online	Websites										

Author: Alexandra López

Source: 8th grade

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th 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										
	Stories										
	Tales										
Audio-visual	Videos										
	Movies										
	Documentari.										
Realia	Objects (toys, Plants, fruits)										
Online	Websites										

Author: Alexandra López

Source: 9th grade

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th 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										
	Stories										
	Tales										
Audio-visual	Videos										
	Movies										
	Documentari.										
Realia	Objects (toys, Plants, fruits)									✓	✓
Online	Websites										

Author: Alexandra López

Source: 10th grade

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th 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										
	Stories										
	Tales										
Audio-visual	Videos									√	√
	Movies										
	Documentari.										
Realia	Objects (toys, Plants, fruits)										
Online	Websites										

Author: Alexandra López

Source: 8th grade

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

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

Author: Alexandra López

Source: 9th grade

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th 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										
	Stories										
	Tales										
Audio-visual	Videos									√	√
	Movies										
	Documentari.										
Realia	Objects (toys, Plants, fruits)										
Online	Websites										

Author: Alexandra López

Source: 10th grade

Quantitative Tabulation

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards	0	0	0	0
	Power point presentations	0	0	0	0
	Maps	0	0	0	0
	Pictures	0	0	1	9,09
	Charts	0	0	0	0
	Handouts	0	0	2	18,18
	Posters	0	0	0	0
	Word cards	0	0	3	27.2
	White/black board	5	62,5	4	36,36
	Audio	Songs	0	0	0
Dialogues		0	0	0	0
Stories		0	0	0	0
Tales		0	0	0	0
Audiovisual	Videos	0	0	1	9.09
	Movies	0	0	0	0
	Documentaries	0	0	0	0
Realia	Objects (toys, plants, fruits)	3	37,5	0	0
Online	websites	0	0	0	0
TOTAL		8	100%	11	100%

Author: Alexandra López

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards	0	0	0	0
	Power point presentations	0	0	0	0
	Maps	0	0	0	0
	Pictures	0	0	0	0
	Charts	0	0	0	0
	Handouts	0	0	2	18.18
	Posters	0	0	0	0
	Word cards	0	0	3	27,27
	White/black board	4	100	4	36,36
	Audio	Songs	0	0	0
Dialogues		0	0	0	0
Stoties		0	0	0	0
Tales		0	0	0	0
Audiovisual	Videos	0	0	1	9,09
	Movies	0	0	0	0
	Documentaries	0	0	0	0
Realia	Objects (toys, plants, fruits)	0	0	1	9,09
Online	websites	0	0	0	0
TOTAL		4	100%	11	100%

Author: Alexandra López

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards	0	0	0	0
	Power point presentations	0	0	0	0
	Maps	0	0	0	0
	Pictures	0	0	0	0
	Charts	0	0	0	0
	Handouts	0	0	1	12,50
	Posters	0	0	0	0
	Word cards	0	0	3	37,5
	White/black board	4	80,00	3	37,5
	Audio	Songs	0	0	0
Dialogues		0	0	0	0
Stoties		0	0	0	0
Tales		0	0	0	0
Audiovisual	Videos	0	0	1	12,50
	Movies	0	0	0	0
	Documentaries	0	0	0	0
Realia	Objects (toys, plants, fruits)	1	20,00	0	0
Online	websites	0	0	0	0
TOTAL		5	100%	8	100%

Author: Alexandra López

Chart twelve :

Grades	Public (f)	Private (f)
8th	8	11
9th	4	11
10th	5	8
TOTAL	17	30

Author : Alexandra López

Description, Analysis, and Interpretation of Results

At this point, the results from the research made on each supplementary material used by teachers in the thirty classes observed in the public and private High Schools are described, analysed, and interpreted in a deep way. First of all, a descriptive or qualitative analysis of a public High School is developed. This study points out specific supplementary materials used at the fifteen lessons observed in that High School and it was made by using the information showed on the chart one of the results section. Then, I describe each supplementary material used for each grade (8th, 9th, 10th) taking into account three parameters: pertinence, appropriateness and quality, by means of charts “three”, “four”, and “five”. Next, at the end of the analysis of each level, a criterion about the learning styles is stated. Afterwards, the private high school is analysed in the same way as the public high school by using the charts “six”, “seven”, and “eight”. Finally, a comparative analysis is done by using the statistics of the charts “nine”, “ten”, “eleven”, and “twelve”, which have been illustrated in bar graphs to explain the results got between 8th, 9th, and 10th grades of the two high schools.

Descriptive Analysis

Public High School

It is important to mention that the teacher who was observed during the fifteen classes was the same person for 8th, 9th, and 10th

grades in this public High School. Besides, he used only the whiteboard, and objects.

8th Grade

While the classes were being observed in this grade, the teacher used the whiteboard in all of them and objects in the first, second and third classes. The way these supplementary materials were used is described in the next paragraphs.

White/black board

In the *first class* the whiteboard was used to review the topic “My Classroom”. The purpose of this lesson was to listen and practice the pronunciation of new vocabulary. This activity was important mainly for the students with difficulties in listening skill, because even if they listened a Cd twice and filled in the blanks in a paragraph from the student’s book, they were not sure about their own answers because each one had different answers in the classroom. That is why the teacher asked six students to write a whole paragraph on the board in order to correct each sentence. In conclusion, some students were happy because their answers were right and the other ones could clarify their confusion and correct their wrong answers.

Moreover, the activity developed on the whiteboard was related and selected according to the general student characteristics, because the vocabulary used in this lesson by the teacher had easy and simple words such as table, chair, desk, map, etc. Obviously

these elementary words are basically used to teach beginners students. Regarding the listening part, it was necessary that the students write the words listened before, on the the whiteboard at the same time while they listened the Cd again whose activity was necessary to understand and clear their doubts.

In addition, it is important to say that the content written on the whiteboard was checked by the teacher in that class, because it was made by six students who followed the instructions of the teacher and the format of the book. In sum, the quality was good because the paragraph had the perfect size; the writing was very clear and without mistakes and the words checked were underlined.

In the *second class* the whiteboard was used to focus on the topic “Classroom Objects and Positions” whose objective was to teach the way the students should give and ask for information about the location of the classroom objects. I believe that the explanation written on the whiteboard was important, basically because some models were built in order to point to the structure, for example, the use of “where”, and the prepositions “near” and “on”, was very helpful to understand the questions and answers of the objective.

On the other hand, the use of the whiteboard was related and selected according to the general student characteristics, because the questions and answers built on the whiteboard consisted of simple words such as the prepositions “on” and “near” which are very easy to memorize; the word “where” used to make questions about the

location of the objects which are very easy to use, the new vocabulary introduced in the last class, that was “My classroom”, and the article “the” which the students have already studied before. In conclusion, the answers and the question learned were just for beginner teenagers.

In addition, it's important to emphasize that the content of the whiteboard was planned and checked by the teacher in order to reach a better level of comprehension of each student. And the quality of the class was almost perfect, because the structure and the chronologic order were acceptable, but a limitation was that the marker used in the class was only black. Consequently the material content became a little boring. So we always have to remember what Brown (2000) said “...good language teachers should develop intuition. Moreover they need to be mindful about how learners respond to learning situations and how they should be motivated, their learning preferences and styles or why they fail to master L2 and so on”. In sum, these words encourage us to follow a correct procedure when we're teaching this Second Language.

Following with the *third class* the whiteboard was used to deal with the topic “School Things”. The purpose of this lesson was to teach vocabulary related to it. I think that using the whiteboard to introduce this new vocabulary was a useful activity, mainly for developing good spelling skills on the students. The content was used

to practice the pronunciation and to copy those new words in the students' notebooks.

Furthermore, in this class the use of this supplementary material was an activity related and selected according to the general student characteristics of those teenagers, because the new vocabulary introduced to them was very easy and simple for example: table, chair, map, etc., besides the white/black board is a supplementary material very important in the classroom which can be used for all age.

Likewise, the supplementary material used in this class was checked by the teacher, the one who also wrote the content with a clear handwriting and in order; however, the quality was a little poor because it was made without creativity, it was using only a marker, which diminished the students' motivation because the writing was not interesting. In this part, it would be important for teachers to take into account Araya's statement (2007) who said that one of the main general ideas about the role that materials play in the language teaching and learning process is related to input and to stimuli for students' interest in the EFL classes.

In the *fourth class* the whiteboard was used to draw a chart for the topic "Timetables" whose objective was to teach new vocabulary related to it. In my opinion, using the whiteboard in this class was basic, because it was an important way to correct the class work of the students, the ones who also could participate to write a little part

of the correction of their task in the schedule drawn on the whiteboard, check their answers and at the same time they were practicing their writing again, and the use of new vocabulary.

Moreover, the activity developed on the whiteboard was closely related and selected according to the general student characteristics. First they made their own class schedule in their notebooks using the new vocabulary about subjects introduced by the teacher before, which were simple words. Then, this task was done and checked by the teacher and the students on the board, which is not necessary for the students with a better English level.

In the same way, it is important to mention that although the students were the ones who drew and filled the chart on the whiteboard, the teacher was the one who gave all the instructions for designing and elaborating the format, which finally was a good quality job because the size of the chart was suitable, the handwriting was clear, and even if some students made mistakes, others ones were interested in correcting them. In conclusion the activity captured all the student's attention and interest.

For the *fifth class* the whiteboard was used to develop the topic "School Timetables" whose objective was to teach the way in which the students must give and ask for information about school timetables. My opinion is that the examples written on the board were essential and easy to understand the structure of questions and answers about this topic. For example; some models with "What",

“What time”, “How long” and “How many” were used for the questions, and vocabulary known by the students was used for the answers such as days of the week, numbers, times and subjects. In conclusion, the objective was reached with success because then the students could practice the questions and the answers in an oral way without mistakes.

On the other hand, the use of the whiteboard was related and selected according to the general student characteristics, because they only learned four question words which were connected to known vocabulary to build simple question models that are usually used for teaching beginner learners. In addition the information for answering the questions was taken of a page of the student’s book, and the information was about the school timetables from two teenagers who study in different countries.

Finally, the content written on the whiteboard was checked by the teacher, and its quality was good because the size was right, clear and free of mistakes. Besides, the examples were developed in order and the quantity of them was enough; however, in this class the teacher also used only a black marker, which was not a creative and interesting design to motivate learners.

Objects

As I had said, the *first class* was about “My Classroom” whose objective was to listen and practice the pronunciation of a new vocabulary. I believe, the use of the real objects of the class such as

the chair, desk, whiteboard, cupboard, etc. was a good opportunity on the one hand, to create a novelty and interesting class which could attract students' attention and, on the other hand, to illustrate the new vocabulary introduced in a written way on the board, which made it possible for the students to learn in an easier way. To support this explanation, it is important to remember the point of view given by Budden (2008) who stated "Realia in EFL terms refers to any real objects we use in the classroom to bring life to the class. The main advantage of using real objects into the classroom is that it makes the learning experience more memorable for the learner".

Moreover, this supplementary material was used appropriately because it was selected taking into account the initial or elementary level of the students and their ages. It was because the new vocabulary was very basic, simple, and easy to understand.

Likewise, it is important to mention that the quality of the supplementary materials used in this class was good and very important because they were colourful, real, tangible and therefore easier to memorize and to develop motivation in the students.

In the *second class* this supplementary material was used to focus on the topic "Classroom Objects and Positions". The purpose of this lesson was to teach the way the students should give and ask for information about the location of the classroom objects. I think that the use of those supplementary materials in this class, such as, the desk near the chair, the map on the wall, etc. were very good

examples to understand easily the use of the prepositions “on” and “near”. Besides, this activity motivated the students because this let them to participate actively and voluntarily.

On the other hand, this supplementary material was related and selected according to the general student characteristics. It was because they learned only two prepositions of place, and the way as “on” and “near” must be used, which was very easy to understand.

In addition, the quality of the supplementary materials used in the class were checked by the teacher, because he was the one who used those real objects to introduce the new vocabulary in the class, which were visual stimulus very important for the students because they could capture the students’ interest to participate with their own examples in the class, which was also an excellent result for the teacher’s objective.

In the *third class* this supplementary material was used to illustrate the topic “School Things” whose objective was to teach vocabulary related to it. In my opinion, in this class the use of those real objects like an eraser, a pencil case, a ruler, a school bag, etc. was a good technique to stimulate and motivate the students’ interest because they showed to assimilate easily the new vocabulary all the time, because their oral exercises were always right.

Regarding the general students characteristics the supplementary material used was selected considering that they are

teenager students and do not have enough knowledge about the English language because they are in an elementary level.

Finally, it is important to mention that the supplementary materials used in this class was checked by the teacher; because, he used those school items, which helped to develop a creative and interesting class. On the other hand, it is important to mention that those objects are very common, colourful, and easy to touch. Besides, it was proved that the use of this material was very useful to memorize the new vocabulary in an easy way. Echevarria (2010) states on this respect: “Students with diverse abilities often have difficulty processing an inordinate amount of auditory information and are aided with visual clues”.

Learning styles

During the classes observed for this grade, there were some important factors which were useful to develop a good process of learning. For example according to the class' environment, it had good illumination; the temperature and the distribution of the student desks were always adequate because all the students could integrate without problems in all the classes. Regarding to the emotional, physiologic and psychologic aspects the teacher only selected the audio and visual perception in all his classes by using the student's book to read, write, and look at pictures and the whiteboard to practice the pronunciation of the new vocabularies and grammar structures. He also used the tactile perception by using the

real objects of the classroom, such as, pencils, erasers, sharpeners, etc. However, the preferences of the students were not taken into account, due to the fact that a student wrote in his survey that he would like to learn English using sometimes flash cards, pictures, charts, posters, songs from their favorite singers, stories, movies or magazines.

At this part, it is important to remember the word of Curry (2006) who stated according to the Onion Model, there are many factors that affect the students learning as the following:

Ambient: environment light, sound and temperature; class distribution, etc.

Emotional: regarding to motivation, responsibility, etc.

Social factors: they are the ways as the students prefer to work in classroom, for example: in groups, in pairs or individual way.

Physiologic: perception way (audio, visual, kinesthetic), time (class duration, schedule).

Physicologic: regarding to the age, gender, etc.

Consequently, it's very important to know that the use of some learning styles are not enough, teachers also must listen to the students' wishes in order to develop a better understanding and interest to learn English language.

9th Grade

During the observation of the classes in this grade, I noticed, the teacher only used the board in four of them. The explanation of the use of this supplementary material is given in the following pages.

White/black board

In the *first class* the whiteboard was used to explain the topic “Water” whose objective was to teach the use of the infinitive verb form. My opinion is that the examples written on the whiteboard were important because their content was clear enough, right and orderly which made the students could learn easily the new structure, because the examples they wrote in their notebooks were right.

Moreover, it is important to mention that the examples written on the whiteboard were related and selected according to the general students characteristics, because the new grammar structure was easy and short, for example, People need water to drink and to wash. Besides, the teacher also used known vocabulary in the different sentences. So, it was easy to develop an important understanding and knowledge on learners.

In addition, the content written on the board was checked by the teacher in an interesting, creative and clear way which allowed that the students were interested and attracted by the topic. It was because he used simple and short sentences related to the topic which were free of mistakes or confused ideas, besides he did some drawings to illustrate each example and although the teacher used

only a black marker, the objective could be reached, because the students learned the new topic.

In the *second class* the whiteboard was used to focus on the topic “Advice”. The purpose of this lesson was to teach the use of the modals “should” and “shouldn’t”. I believe that the examples made on the board were very interesting because the teacher wrote some sentences that were great fun for the students because they were wrong ideas, such as, “We should eat in the classroom” or “You shouldn’t greet your English teacher”. However, then when the explanation was enough, the teacher asked some students to correct the sentences using the new grammar structure. A thing important was that although the students were motivated to learn using incorrect jokes, the teacher did not lose the control of the discipline in the classroom and finally he could reach the main objective easily.

On the other hand, the examples written on the whiteboard were built taking into account the general student characteristics because the sentences were simple and easy to understand. It was that there were not complex or confused sentences for the students, because the vocabulary used was simple and easy. And even if they already learned English during the last year, they do not have enough knowledge still for an intermediate level.

Likewise, it is important to mention that the content’s quality written on the board was checked by the teacher. It was very interesting, clear and fun because the students were very interested

and attracted by the wrong examples, and they also could write the right sentences easily in contrast to the sentences written by the teacher.

In the *third class* the whiteboard was used to learn the topic “Water Cycle” whose objective was to teach a new vocabulary related to it. I think the content written on the board was fundamental in the class to develop the process with success, and even if the new words were only eight verbs, some students had problems to pronounce them, it was mainly with the words: evaporates, heats, returns, etc. It could be because obviously the new verbs were unknown for the students. However, the repeat again and again the pronunciation did that the students could improve their pronounce skill.

Furthermore, it is important to mention that this supplementary material was used appropriately because it was selected considering the general student characteristics, and even if some students had trouble with the pronunciation, it was important that the teacher helped them to practice more time until to reach a good level of pronunciation in the students.

Moreover, the content’s quality written on the whiteboard was checked and designed by the teacher with clear handwriting, a perfect size, free of mistakes and with the support of the drawings of the book. And a very important thing was that when some students showed difficulty with the pronunciation the teacher paid attention to the problem until to reach the enough success in the activity.

In the *fourth class* the whiteboard was used to practice the topic “Experiments” whose objective was to teach the use of the imperative way of a verb. In my opinion, the examples written on the board were important and interesting because the teacher wrote six sentences which were the instructions of an experiment. Each sentence was illustrated with a drawing which could capture the students’ attention and interest in the class, because they wanted to know the result of the experiment, which could not be known because the last instruction was “Observe the bowl for two days”. That is why the process was sent as homework and the result as a lesson for the next week. In conclusion, the use of this supplementary material was very creative and interesting. Therefore, the teacher reached the objective successfully because the students were stimulated and motivated in the class and also with their homework. Regarding this explanation, it will be important to remember in this part the words of Picolo (2010) who stated that teenagers look for meaning and significance in relation to their own lives in what they are taught. A clever teacher will capitalize on this and personalize their lessons in regard to what is going on in the lives of his/her students at the moment.

In the same way, the content of the sentences was related according to the general student characteristics, because the selected structures were simple, easy, the vocabulary additional was known by the students, and the meaning of the new words was explained.

Besides, the sentences were support with interesting illustrations to enhance student's learning and to reach the objective successfully.

Finally, it is important to mention that the content's quality written on the whiteboard, and the drawings were checked by the teacher. They were interesting, creative and enough to keep the students' attention, which could motivate the students during all the class.

Learning styles

In the classes observed in this grade, the main factors used by the teacher to develop learning were emotional, physiologic, and physiologic. And, the stimulus used were the visual and tactile perception to motivate the learner's understanding and to reach his objectives in each class. However, even if most the students were almost always paid attention in the classes or in their class work, it was evident that a few were not always interested in some activities. It could be because the teacher used only the whiteboard as a visual stimulus and its content was never creative because the teacher had always only a marker to write.

On the other hand, regarding the social factor, the students had the opportunity to work two times in groups which were interesting activities for them because they chose their favorite friends to do the activities. Consequently the stimulus could capture the students' interest in their task. Nevertheless, it is important to mention that those activities were selected from the student's book

and that is why this information was not written in the descriptive analysis of this grade.

In conclusion, the factors used in these classes to influence on learning preferences were not enough to the students. Besides, a student wrote in his survey that he would like to learn EFL by using sometimes flash cards, pictures, songs, videos and movies, during the class period. That is why it is important that teachers consider student's preferences when they elaborate their class planning, because in this way the students will enjoy the process of learning English, and the teacher's work to teach will be also easier.

10th Grade

During the time while the classes were being observed in this grade, the teacher used the whiteboard only in four of them, and parts of his body in the last class. The way these supplementary materials were used is described in the next pages.

White/black board

In the *first class* the whiteboard was used to focus on the topic "Jobs and Characteristics". The purpose of this lesson was to teach new vocabulary related to it. My opinion is that the use of the whiteboard in this class was basic because the content introduced in a written way was very helpful to read, and practice pronunciation. Besides, the students could copy the new information in a right and quick way. Consequently, it made possible for the teacher to reach his objective.

In addition, the new vocabulary was related and selected according to the general student characteristics, because most of the items were compound words easy to understand. The other words were simple, clear and also easy. Regarding the compound words, the students did not have trouble with them because they were the connection of two simple and known words such as housewife, newsreader, footballer, etc. which were not difficult to assimilate.

Moreover, the content quality of the whiteboard was checked and designed by the teacher because it was written with a clear handwriting, very ordered, free of mistakes, and in a perfect size for the students to see it clearly. On the other hand, the vocabulary was also supported with pictures of the student's book, nevertheless; the problem was that they were very little to develop more interest or motivation in the students.

In the *third class* the whiteboard was used to deal with the topic "Clothes and Appearance" whose objective was to teach new vocabulary related to it. In my opinion, the use of this supplementary material was essential because first, the teacher wrote in a column a list of materials used to make clothes. Then, he explained their meanings, and finally he asked examples of clothes made with those materials, which were written in other column. Each adequate clothe or example was located next to the corresponding material, for example, wool-----sweater

silk-----dress.

Obviously the vocabulary about clothes was already known by the students and the new vocabulary was the cloth's material. In summary, the content was also helpful to remember previously known vocabulary, to practice pronunciation, learn the spelling of the new words and to copy them in the student notebooks. It made the students develop interest in the learning of this lesson and the teacher reached his objective.

Likewise the new vocabulary was selected considering the general student characteristics, because the content was simple and easy to understand. Besides, it was practiced with other known vocabulary, which made the assimilation's process easier to the students.

On the other hand, the content of the whiteboard was checked and designed by the teacher in a creative way because the chart could achieve that the students paid attention to the activity, and their participation was active.

In the *fourth class* the whiteboard was used to deal with the topic "Hairstyles". The purpose of this lesson was to teach new vocabulary related to it. I believe, the content of this vocabulary was difficult for students to understand because each word was built with two or three words, and some of them were completely unknown by the students. Even if the teacher explained the meaning through a drawing for each hairstyle, the students seemed to be disconcerted or unsecure still with their understanding, which made the class boring.

So, the students lost interest because their class works were wrong or incomplete. That is why it is important to consider the words of Binis (2008) who stated that teachers must explicitly realize how this complex process occurs. It could be done mainly by researching how people learn a foreign language and which factors benefit and affect this job. In conclusion, it was not easy to reach the objective in this class, because the meanings of the new words were not clear for the students, and the time was short to continue with the practice.

In addition, even if the students had problems to understand the meaning of the new complex words. It is important to mention that the content written on the board was selected considering the general student characteristics. It was, because the vocabulary had only eight new words. The problem was that the time was not enough to practice and to assimilate the meaning.

Likewise, the content of the whiteboard was checked and designed by the teacher in the same way in all his classes; it is with a clear handwriting, in a very orderly column, without mistakes, etc. However, the teacher could not reach his objective successfully, because the time was too short to reinforce the student's knowledge.

In the *fifth class* the whiteboard was used to focus on the topic "Keeping Fit and Looking Good" whose objective was to teach two new vocabulary sets related to it. I think that the content written on the board was important and very easy. It was about the body parts and some directions (up, down, right, etc); however, the first vocabulary

was not as simple as the one introduced for the basic levels. This was because there were a lot of words to learn, but they were not difficult to assimilate. The teacher also made effective drawings next to each body part, in order to support the explanation of the meaning. Regarding second vocabulary, it was short and very easy to understand, and it was also illustrated with arrows to understand the meaning, which achieved to make the class interesting for the students because they were very attentive in the practice of repetition, pronunciation and at the same time most they touched the parts of their own bodies with a lot of interest, even if the teacher was the one who asked them to do it.

Moreover, the content written on the board was related and selected considering the general student characteristics, because the vocabulary was not very difficult to understand. For example, in the first vocabulary set, the students remembered some known words and the new words were as easy as the other ones to assimilate. And even if the second vocabulary set was new, it was very short and also easy.

On the other hand, the content of the whiteboard was checked and designed by the teacher in two different columns which were made with creativity because he illustrated each word with effective drawings in the first vocabulary set, and with arrows in the second one. Although these drawings were not colourful, they could attract

student's attention during all the class because they showed a lot of interest in the activity.

Realia (Parts of the body)

Regarding this supplementary material, the teacher used some parts of his own body in the *fifth class* to teach the topic "Keeping Fit and Looking Good". The purpose of this lesson was to teach two new vocabulary sets related to it. In my opinion, when the teacher used parts of his own body to practice some exercises, the activity was interesting and fun mainly because the students were very attentive to the teacher's movements and they laughed with a little of exaggeration. Then, when the teacher finished his show, he asked the students to do exercises while he was giving the instructions, but the students did not want to do them, mainly boys. Nevertheless, when the teacher opened his grade register, most the students did the exercises, but few of them were still reluctant. In conclusion, the activity was very good because all the students had the opportunity to participate, the monotony disappeared, the class was fun and the exercises were a very good support to reach the lesson objective.

Furthermore, it is important to mention that this supplementary material was used appropriately because first the teacher did his show, and then he used the student's energy to stimulate and to motivate them, besides the instructions were simple to understand.

Finally, the exercises were made and checked by the teacher with a lot of creativity because they were not suggested or copied from the student's book or any other book or material; they were made freely and finally with enough interest and energy. Besides, the activity made the class funny and important because all the students could participate.

Learning styles

During the observation of these classes it has been concluded that different factors which influence on learning process have been used in each lesson in a similar way, it is as in 8th and 9th grades, in aspects such as, ambientals, emotionals, physiologics and physicologic. But, regarding to social factors in these classes they were not taken into account.

On the other hand, the main perception ways which were selected by the teacher were visual, reading, writing, kinesthetic and tactile which were very important and necessary to motivate, attract student's attention, reach the objective, etc. However, a problem was that all the lessons were based on the student's book and the white board. Nevertheless, it is important to mention that in a class the teacher used his body and the student's bodies to do physical exercises which were good to activate the students' energy and their interest in the class.

In summary, even if those different factors, perception ways and activities were a part of the preferences of the students, the

teacher did not take into account all them, because the student polled in this grade, said that her preferences to learn English language is also concerned by using sometimes popular songs, romantic movies, magazines, objects, models. That is why using the student's book and the white board is a good and an important activity; however, this material should not be all the content in the class because the learning styles must be chosen in relation to the preferences of these specific students who should not be ignored.

Private High School

To start the description of the results in this private high school it is important to mention that the teacher who was observed during the fifteen classes was the same person for 8th, 9th, and 10th grade. Besides, he used some creative and interesting supplementary materials in most of her classes and they were pictures, handouts, word cards, the whiteboard, objects and videos. In summary, all those supplementary materials were used in the best way because they were very useful to reach the different objectives of the teacher in each class.

8th Grade

While the classes were being observed in this grade, the teacher used pictures in one of them, handouts in two, word cards in three, the whiteboard in four and a video in the last one. The way these supplementary materials were used is described in the next pages.

Pictures

This supplementary material was used by the teacher only in the *first class*, and it was used to focus on the topic “TV game show” whose objective was to practice listening and speaking regarding people’s like or dislike. My opinion is that this activity was very important and interesting because at first, the teacher chose a girl and three boys to work with them in front of the class. Each boy chose a picture of three young popular singers. The girl had to choose her favourite singer for a dinner; the others classmates were the audience and the teacher was the interviewer. Then, the teacher said to the three selected students: “each boy is the singer of the picture, but the questions about their preferences and dislikes regarding music, movies and TV. programs will be answered according to their real life”. Next, the teacher made the questions to all the participants and their answers were written on the board. After that the teacher asked the audience: Who do you think is the best date her?, and most of them answered: “Zac Efron, Zac Efron..., but finally the girl chose Justin Bieber, which arose a lot of emotions in the students. Then, the teacher repeated this same activity with a boy and three girls. In this part all the students were interested to participate. In conclusion, the activity was very creative and fun for all the students because they were always very interested and attracted by the different activities, and when the time was up, they got sad because

they wanted to continue with the class due to the fact that students were very motivated.

Furthermore, it is important to mention that the pictures were used and selected in an appropriate way because they were about popular singers who are widely known by teenagers. Besides, the questions were very easy to answer because the students did not need to know anything about the singers before the activity; they only used information about their own preferences and dislikes in each question. In summary this supplementary material was one of the most closely related according to the general student characteristics.

On the other hand, the content of this supplementary material was checked and designed by the teacher because she was the one who collected the pictures, organized the job and took part as an interviewer in the activities. Finally, it is important to say that all the process for this task was very creative, interesting and important because it attracted students' attention and developed a fun atmosphere. To support this analysis, it is important to remember the words of Moreira (1998 p. 21) who stated "...Having something to look at keeps the students' attention, and makes the class more interesting".

Handouts

In the *third class*, two handouts were used to support the topic "The Sound of Music". The purpose of this lesson was to practice reading. I consider that the use of this supplementary material was

basic and interesting for the students because the content was about the life and work of four young and famous singers who are known by teenagers. In addition, this activity was related with the topic and the student's preferences; they also enjoyed of this reading. First, the task was to read the information, then the students had to answer with true or false the questions of the item A, and finally they had to choose and circle the right information among three options, in six exercises of the item B. In conclusion, this supplementary material was an important motivation for most of the students because they had the opportunity to read information which was interesting for them. Besides, they also solved the exercises without any trouble, and they could do it fast due to the fact that the content was short and easy for the students understanding.

Moreover, this supplementary material was selected in an appropriate way because the teacher chose an interesting reading in the handouts which is used mainly for teenagers. Besides, they were short, and the exercises to be solved were easy for the students' level which in summary made the students could enjoy the activities while they were enhancing their knowledge.

In addition, the content of this handout was checked and designed by the teacher who had a lot of success with her work, because the students could enjoy the task which was also important and interesting. It was due to the fact that the content was about the life and work of four popular and famous singers, who are usually

favourite singers for teenagers. Consequently, the quality of the content of this material was very good, mainly because the students were pleased with it.

In the *fifth class* two handouts were used by the teacher to test the comprehension's level of the students about a video watched by them some minutes before, and which were used to finish the topic "the teacher in the Imbabura province". For me the handouts were essential because they had perfect strategies in each item to know how much attention the students paid in the film. The task was only to read and complete the instructions of each item to finally be delivered to the teacher. In conclusion, all the content of the handouts was a short and creative summary of the video; nevertheless, the activity was interesting for the students because they only had to complete the different items to carry out their class work.

Likewise, this supplementary material was selected considering the general students characteristics, because even if the strategies looked for that the students did a summary about the topic, the task was easy because all the items were objectives, it was that the students only had to choose the right answer among some options. In other words, the students did not have to write a long, difficult and boring essay, which are usually addressed to the intermediate and high levels.

On the other hand, the teacher was the one who made and checked the handouts used in this class, and according to their content they were very useful because the teacher used four items which were distributed in two sheets of paper, and each item had five options to choose the right idea to answer. For example; in the first item the students only had to underline the real information, in the second item they had to match the ideas, in the third item they circled the right answer, and finally they wrote true or false in each point. As a whole, the quality of this supplementary material was very good because the teacher used all her creativity and interest to do it.

Word cards

In the *second class* word cards were used for the students to practice the writing skill using the topic “Invitations and excuses” whose objective was to learn a new grammar structure using the formula, *Would+pron.pers.+ verb+to+verb+c+?*. I think that the use of that supplementary material was fundamental because the teacher made and used those thirteen word cards to introduce the formula of the new grammatical structure in a written way. The material was placed in order on the wall where all the students could see it, and to recall the way these questions must be built to invite people for different activities. The material’s words and abbreviations were written in black marker and the symbols in red, each one on small and white sheets of paper. In total were six words and seven marks. In summary, this supplementary material was very useful for all the

students because they could write some examples on the board, in the student's book and their notebooks, and when they finished, the examples were almost all right.

Furthermore, that supplementary material was used and selected appropriately according to the general student characteristics, because even if the grammar structure introduced by the teacher seemed a little complex, then, the teacher explanations and practice were an important help to understand the process easily, because finally the students were able to write their own examples. In short, the students developed their tasks without any trouble, fast and with motivation because the invitations had to be addressed to their best friends.

Moreover, the content of this supplementary material was checked and designed by the teacher in the best way because the handwriting was clear and showy, the letters were written in black and the marks in red on a white base. Besides, the size of all the word cards and the wall where they were placed was perfect for the student's visibility. In conclusion, the material was very helpful for the students to recall the right structure in whatever moment.

In the *third class* word cards were used to deal with the topic "The Sound of Music" whose objective was to practice reading. In my opinion, the word cards elaborated by the teacher were important because it was helpful to look for the meanings, to practice their pronunciation and to understand the reading better. First, the

teacher asked the students to read a summary of the student's book and to underline all the unknown words. Then, each word was written in black marker on a white and small sheet of paper, and put on the wall for the students could observe them. After that, the students looked up the word meanings in the dictionaries and practiced pronunciation with the teacher. Next they copied the new vocabulary in the notebooks to finally practice the reading two more times to reach a good level of understanding. In brief, the fourteen new words cards were useful to know and keep their meanings in mind, which also made the reading easier to understand.

In addition, it is important to mention that this supplementary material was also used and selected considering the general student characteristics. It was mainly because those new words were taken from a very short and simple reading, where only a few words were unknown for the students. As a whole, this reading was chosen for beginner students who are even teenagers and therefore the content of the word cards was the same.

Likewise, the content of this supplementary material was checked and designed by the teacher who took the new words from a reading in the student's book, in order to improve the student's understanding. Besides, the size of these word cards and the place where they were placed was perfect for the student's visibility. The handwriting was clear and showy because the letters were written in black and on a white and small sheet of paper. Finally, that

supplementary material attracted the students' attention and interest because they worked with a lot of energy.

In the *fourth class* the word cards were used to practice again some vocabularies regarding the topic "Review of Units 1-4" whose objective was to prepare the students for a test. I think that the use of this supplementary material was basic in this class because the students had a new opportunity to practice the different vocabulary blocks learned during the first term. In other words, the teacher made a compilation of all the vocabulary blocks taught during the last four units of the student's book. According to this aspect, Moreira (1998 p. 21) stated "...good visual aids are not just used once, but again and again, and can be shared by different teachers....". In addition, the teacher's purpose was to recall and practice pronunciation, meaning and spelling of each word again. Even if the quantity of the word cards was a little excessive, the students did not have any trouble because somebody always remembered the meaning of each word. After all, the activity was helpful to review the vocabulary and prepare the students for the test.

Furthermore, it is important to mention that the content of those word cards was selected considering the general students characteristics, because it was taken from some units of the students' book, which had been chosen by the author in a specific way for beginners and teenage students. Besides, all those vocabularies had already been studied by the students some days before. In

conclusion, all the word cards were a good tool to remember and study some known words in an easy way.

On the other hand, the content of this supplementary material was checked and designed by the teacher during some classes of the four last units, and in this class the teacher placed all those word cards on a wall and in front of the students to point out and practice them again. Regarding the format, each word had been written in black marker on a white and small sheet of paper, the size of each word card was different, and it was according to the size or quantity of words in each case. They also were written in small letters. As a whole, the quality of the content of this supplementary material was very good because it was an important support to check the vocabulary again, which was only a part of the review.

White/blackboard

In the *first class*, the whiteboard was used to write information about of the topic “TV game show”. The purpose of this lesson was to practice speaking, concerning people’s likes or dislikes. My opinion is that using the whiteboard in this class was very important to support in a written way the information given by all the students who took part in two similar activities. In each one, the teacher was the interviewer, a girl in the first activity and a boy in the second had to choose his/her favourite singer for a dinner. Three boys and three girls were chosen to be the famous singers and to be interviewed on their preferences regarding music, movies and TV. programs. The

students who stayed on their desks were the audience, besides they had to give their opinions about who could be the best date to the girl and the boy, the ones, who also were interviewed about the same preferences to be compared with the others ones of the famous singers and to know who is the most compatible to be selected in each situation.

On the other hand, if the information about the preferences of each participant had not been written on the whiteboard, this would have been forgotten by all the students, and the task to choose who could be the most compatible dates to the girl and the boy would have been less interesting because the information from the participants had not been compared among them. In summary, the activity was very interesting, fun and important because most of the students participated actively and very interested in to express their opinions.

Moreover, it is important to mention that the whiteboard was used appropriately because the information about of preferences of each participant was helpful to develop a good understanding about all the activity. In short, it considered the general student characteristics due to the fact that questions were very easy and simple to answer.

Likewise, the content of the board was checked by the teacher and a student who followed all the teacher's instructions to design the format. For example, the questions were written as topics at the

top of the whiteboard and in red marker; the names of the participants were written in a column of the right border of the whiteboard in black, and the answers were written next to the names in blue. It also was written with a clear handwriting and all mistakes were corrected at the same time while they were made. Finally, the content was organized and clear, so the activity could develop interest and motivation in all the students.

In the *second class*, the whiteboard was used to focus on the topic “Invitations and excuses” whose objective was to teach the grammar structure: Would+pron.pers.+ verb+to+verb+c. In my opinion, the use of the whiteboard was essential because the teacher could write some questions, underline their parts in black marker and label each one with the abbreviation of their names to be recognized more easily by the students. Besides, the way in which the teacher worked on the whiteboard was very important and interesting because she numbered each example and wrote all the questions in red marker. Likewise, she used blue marker for all the answers. The content was written using big and clear handwriting and in a very organized way. And when the teacher finished her explanation, she asked four volunteers to write their own invitations and others four to write their acceptances or excuses. Finally, the students copied all the examples from the whiteboard in their notebooks. In conclusion, the use of that material was very important because it was not only used to explain and recognize structures, it was also helpful for the

student's participation while the teacher was checking the activity and helping to the students to make right exercises.

In addition, it is important to mention that this supplementary material was used and selected appropriately because even if, at first the grammar structure introduced by the teacher seemed a little difficult for the students, it finally proved the opposite because they could develop some exercises on the board, in their notebooks, in books and in an oral way almost without any trouble. In summary that supplementary material was very useful to teach the new structure which was a little difficult to assimilate quickly.

On the other hand, the content of this supplementary material was checked and designed by the teacher because he was the one who wrote, underlined and organized all the process on the whiteboard. Besides, this content was done in an organized and a very creative way, due to its clear explanation, handwriting and colourful aspect. In summary, the quality of the supplementary material was important because it was a key factor to support the process of teaching and learning.

In the *third class*, the whiteboard was used to review a task the topic "The Sound of Music" whose objective was to practice reading. Regarding the use of that supplementary material, I think that was fundamental to check the right answers for six questions from a reading selected of the student's book, due to the fact that the students were confused and worried about their answers because

some classmates had different answers. According to this situation, Woolfolk (2007) stated that our development as human beings is similar in many ways; however, every learner is a distinctive collection of talents, abilities, and limitations. Therefore, the teacher asked six students to write the right answers on the whiteboard in order to check and correct mistakes. Finally, the problem could be solved because all the students could see and compare the right answers with their own ones.

Furthermore, it is important to mention that this supplementary material was used and selected appropriately because it was necessary to clarify the confusion that the students had with their answers. In other words, the purpose of the activity on the whiteboard looked for solving the problem that the students had with the understanding of the questions although they were not so difficult. As a whole, the problem could be that some of the questions looked for more than only one answer.

Moreover, the content of this supplementary material was checked and elaborated by the teacher and six students, the ones who wrote the answers of their class work on the whiteboard; however, those students were chosen by the teacher because their tasks were right. Besides, the teacher gave to each student all the process instructions in aspects such as, some details related to the order, color of the markers, enumeration of the questions, size of the

words, spelling mistakes, and that is why the quality of that material was very good, important and interesting.

In the *fourth class*, the whiteboard was used to review some topics studied some time before. The topic was “Review of Units 1-4” whose objective was to prepare to the students for a future test. I believe that the use of the whiteboard was basic because the students had the opportunity to check the different topics again, because all the exercises were written on the whiteboard to check and correct them, and who had forgotten the right way to make something could remember they easily again. Some activities and topics were review, such as the verb to-be, do verbs, Wh-questions. In conclusion the objective was reached because the students were prepared to their future test.

Likewise, this supplementary material was used adequately because its content was only a review of some topics already studied by the students before, mainly during the study of the four last units in the Student’s book. The content had three different structures, which are specific topics for beginner learners. Therefore, the students did not have any trouble with the review because all the structures were known by the students.

In addition, the content of this supplementary material was checked by the teacher; however he did not design it in a direct way because the purpose was that the students had the opportunity to participate in each activity; nevertheless, the exercises written on the

white board were made first by the students, and then, the teacher helped to check and correct mistakes. Besides, the teacher asked the students to write the exercises with a clear handwriting and use the black marker for answers, the green marker for questions, etc. to differentiate each point easily, and some details in relation to the order also were right. In summary, the review had a very important quality because the activity was helpful to remember the different topics again without any confusion.

Videos

This is important to mention that this supplementary material was used by the teacher only in the *fifth class* to watch a video about the topic “the teacher in the Imbabura province” whose objective was to practice listening and understanding skills. In my view, the use of that video was interesting and very useful because the students had an opportunity to experiment a different activity in the English classes, and because they were very interested in the material selected and prepared by the teacher. First, it was necessary to go to the audiovisual classroom where there were the DVD and the television set for watch the video. In a general way, the content of the video was important because the teacher described the most important details of the lake where she was, such as its name, the reasons for its name, the typical foods of the place, etc. Besides, the explanation was very simple, easy and short. In sum, this novelty supplementary material was made with a lot of creativity which

increased the motivation and interest of the students in the activity because all they were very attentive during all the video. In the same way, Binis (2008, p. 7) stated "...motivation is the key factor which refers one's success in learning a language. This means the thoughts and feelings we have which make us want to do something is the way, to find many factors that influence our motivation to learn a language".

Likewise, it is important to mention that the video was recorded by the teacher and, it was evident that she was very interested in developing an important material which was related to the specific characteristics of her students who are teenagers and beginners still. It was because the information was explained slowly, using simple vocabulary, and an accent very easy to understand. The film duration was only fifteen minutes. In conclusion, the material was a very good tool for the teacher and the students because it was very interesting and easy to use and understand.

Finally, that supplementary material was made and checked by the teacher, and even if it was not a professional job, it was very good because the objective was to stimulate in a different way the visual perceptions of the students. The content was very creative and interesting because it was recorded in an important and interesting place where there is a lot of color and quietness. Besides, the explanation was done regarding the most important aspects of the place. So, this video was the best material during those classes

because it made that the students were interested in all the activities that the teacher proposed during this lesson.

Learning Styles

It is important to mention that during these classes some important factors which influence learning styles were used by the teacher in very creative and interesting way. And, even if, the teacher used only visual and audiovisual stimulus, such as pictures, handouts, word cards, whiteboard and a video. Most of the classes were interesting because each supplementary material was important to motivate to the students. However, there were some specific preferences of the students to learn the EFL that were not considered in the classes, because according to the information of the student's survey in this class, it was said that he also would like to use materials such as flashcards, pictures, posters, songs, tales, objects in all the classes. To support the previous explanation, it is important to recall the words of Smith (2004, p. 3) who stated "Using a variety of supplementary materials can also support different learning styles, when students can see, hear, feel, perform, create, and participate while making connections and constructing personal, relevant meanings".

In summary, I believe that the frequency of use of the students' preferences in these classes in relation to their learning styles was good, but it is not possible to take into consideration all of them in only a week.

9th grade

During the observation of the classes in this grade, I realized that the teacher used handouts in two of them, word cards in three, the whiteboard in four and a video in the last one. The explanation of the use of this supplementary material is given in the following pages.

Handouts

In the last part of the *third class* the teacher gave to each student four handouts to read and develop the activities pointed out in them. This task was used to complement the topic “Eating for Energy” whose purpose was to practice reading and understanding. My opinion about that supplementary material is that the use of it was not adequate because it was complex and long. Nevertheless, most of the students could make their class work, but it could be due to two reasons: on the one hand, the teacher wrote in each item the number of the paragraph where the students could find the answers, and on the other hand, the teacher also gave three options in each item to choose only one, but one answer was not related to the topic and the other one was exaggerated. Consequently the right information could be selected only by logic without the necessity to understand the reading. In conclusion, even if, the topic of that reading was related to the topic of this lesson it was not useful to reach the objective because the students lost the interest in the reading, due to the fact that the material was very long and difficult to understand. That is why the students preferred to look for the

right answer without to read all the material. And it was evident because they finished the task quickly and when the teacher made some oral questions about of the topic, they could not answer them. According to those handouts, it is important to recall the words of Sae (2005, p. 3) who stated on this respect “It is good to bear in mind that too much material and too many different themes can serve to confuse the class”.

In addition, this material was not related and selected considering the general student characteristics, because the article which was taken of the internet had some complex structures and too much vocabulary unknown for the students. In summary, this material could not be used appropriately because it was boring for the students.

Likewise, those handouts were checked and designed by the teacher who put in the first and second sheet of papers a complex reading about the topic “How to Read Food Labels” and in the third and fourth one wrote eight items with three options each one to choose the right answer. And, even if, the material was not useful to reach the objective of this lesson because the reading was inadequate, the quality of the test was good because all the items were made and shared with creativity.

In the *fifth class* the teacher used three handouts to test the student’s understanding of a video that they watched some minutes before. Those materials were used to develop some activities related

to the topic “the teacher in the Imbabura province” whose objective was to practice listening and understanding of the video. I believe that the use of those handouts was fundamental because the teacher could measure how much the students understood or paid attention to the video. In other words, this supplementary material was good to know if the purpose of the class could be reached or not.

On the other hand, the content of the handouts was simple and easy, which considered the general student characteristics, the ones, who not have enough knowledge of the language still. In conclusion, the students could complete the work class without any problem because they were able to understand all the activities of the material.

At the same way, this supplementary material was checked by the teacher who used a lot of creativity to elaborate the format. The first and second sheets of paper were the same used for 8th grade and only the third one was new material. So, the job was distributed in six items with activities to underline, match, circled, write true or false, order, and complete. In summary, the material was very helpful to encourage the student’s participation and to reach the purpose of this lesson.

Word cards

This supplementary material was used by the teacher in the *first class* to introduce and practice the meaning, pronunciation and spelling of new vocabulary used to support the topic “Sequence

Adverbs”, whose purpose was to teach grammar structure. For me, the use of the word cards was basic because their content had the words: *first, then, next, after that, and finally*, which must be used to follow different instructions in activities such as: recipes, homework, dramas, etc. In conclusion, the use of this supplementary material was related to the topic as well as the objective of the class. Besides, they were very helpful to support the student’s understanding in the new topic.

Furthermore, the supplementary material used in this class was selected in relation to the general learner differences; this was that the content of the word cards had specific words used for intermediate students who have already some basic knowledge to understand the meaning and to use those words. In summary, the students did not have any problem with the new vocabulary.

Moreover, this supplementary material was checked, designed and used by the teacher as a warm-up activity in the class. The process started with the writing of the transition words in black on small and white sheets of paper. Then, the teacher placed them in order, in front of the students to develop the activities. So, the quality of that material was good because the students were motivated and interested in to practice the pronunciation and writing.

In the *second class* word cards were used to introduce new vocabulary about some cooking methods, such as baking, frying, roasting, etc. that was related to the topic “Tempting Snacks” whose

objective was to listen, practice the pronunciation and write about how to make their favourite snack. In my opinion, the use of this material was very important because the students had the opportunity to learn and to practice the new words over and over again. Then the students had to listen four recipes to recognize the pronunciation of the new words, and finally to write their own example. In summary, that material was very useful in the first part of the class, because its content was unknown for the students who had not understood the pronunciation of the new words in the listening exercise without the help of the activity made with the word cards.

Likewise, this material was used adequately because its content had words such as boil, steam, fry, etc. which is vocabulary used frequently to teach students with basic-intermediate level. Besides, there were only six new words. In conclusion, this material was important to learn and develop easily the different skills.

Finally, the quality of those word cards were made and checked by the teacher in the same way as in the others description about this material; this was, in black writing on white and small sheets of paper. Besides, this material also was placed in front of all the students on a wall. In summary, that material was helpful to encourage the participation of the students in activities such as pronunciation and writing.

In the *third class* some word cards were used to practice new vocabulary which was taken out of a reading of the Student's book. The topic of that reading and the lesson was "Eating for Energy" whose purpose was to practice reading and understanding. I think that the teacher's method is good, even if most teachers state that it is not important to understand all the words in the context. But, in my opinion the introduction of all the new words from that reading by using word cards was important because on the one hand, it was the best opportunity for the students to learn and use this new vocabulary, and on the other hand, when the students found those new words in the reading again they remembered their meanings very easily with the help of the word cards which were always placed by the teacher in front of the students. So, the use of this material was very important to understand the reading in the best way. To support this analysis, it is important to cite the words of Smith (2004, p. 3) who declared "Supplementary materials can enhance meaning, create context, and clarify confusing concepts making lessons more relevant".

In addition, the content of the word cards considered the general students characteristic, because the reading was a small part of the student's book, which had been selected by the author, mainly for teenagers of intermediate level. In conclusion, the students did not have any problem to understand the content of the supplementary material.

On the other hand, that material was checked by the teacher who wrote all the new words of the reading on small and white sheets of paper. The teacher's style was always the same; it was, using small letters in black, which were also located next to the board. In summary, the material's quality was elaborated with creativity and it was helpful to keep up the attention from the students.

White/black board

In the *first class* the whiteboard was used to write a recipe using the words "first", "then", "next", "after that", and "finally", which was an example written by the teacher while he also explained how to use the "Sequence Adverbs", which was the topic of the lesson, and the purpose was to teach grammar structure. In my opinion, the use of this supplementary material was opportune and interesting because the teacher could explain easily the process to write instructions to make a recipe. In summary, the supplementary material was important to reach the teacher's objective and to develop new knowledge on the learners.

Likewise, the content of this supplementary material was selected according to the general student characteristics. It was because the vocabulary used was simple and there were only five sentences. So, the students had not problems to understand the new structure.

In the same way, the content of the whiteboard was checked by the teacher, the one, who wrote a model of how to write a recipe, the

content was about a sandwich using delicious ingredients, such as mayonnaise, eggs, lettuce, etc. which was very creative to develop interest in the students. In conclusion, the quality of the material used was very good because the students were very motivated and interested in the writing of their own recipe.

In the *second class* the whiteboard was used to review a class work suggested by the student's book for the topic "Tempting Snacks" whose objective was to listen, remember and write about how to make a snack. I think that this activity was good because the teacher could realize the level of the students' understanding and their problems regarding listening skill. First, the activity was to listen how to make pop corn, guacamole, toasted bagel and pizza. Then, the students had to choose one of the recipes heard before to remember and write it on their notebooks. Finally, the teacher asked four students to write their task on the board to check the information again and in a written way. As a whole, the content of the board was a good tool to evaluate and help to the students in their doubts or problems.

Furthermore, the content of the whiteboard was related and selected according to the general student characteristics, because they were who precisely wrote the information that was listened previously. Besides, it is important to mention that in the last class they learned the grammar structure to write a recipe. In addition, this task could be made easily and without a lot of mistakes. That is why

the material's content was helpful to reinforce the student knowledges again.

Likewise, the content's quality written on the whiteboard was checked by the teacher. Four students participated to review the class activity and they used red marker to write the titles and the sequence adverbs, and black marker to write the body of the recipes. All the Instructions about of the format were given by the teacher.

In the *third class* the whiteboard was used to write and review some questions and responses of a reading of the student's book that was used to check the topic "Eating for Energy". The purpose was to practice reading and understanding. I believe that the content of the whiteboard was essential to know the comprehension level of the students about the reading chosen for this lesson and to check the right information. In the process, first the teacher wrote six questions on the board and then, all the students wrote the answers on their notebooks and at the end six students wrote their answer on the board in order to check the class work. In summary, the content of the whiteboard was helpful for the teacher as well as for the students.

Moreover, the six questions written on the white board were selected according to the information of an article introduced in the student's book. Therefore, the reading as well as the questions considered the general students characteristic. That activity also was important to improve the student's comprehension which was a part of this lesson objective.

In the same way, the content of the whiteboard was checked and designed first by the teacher who wrote all the questions in red marker, and finally by the students who wrote the answers in blue marker. In conclusion, the content quality was important to encourage the student's participation and curiosity.

During the *fourth class* the whiteboard was used to review some activities from the student's book, such as the answers for some questions, comparisons, and a recipe. Those activities were done to develop the topic "Review of Units 1-4" whose purpose was to prepare the students for a test. Therefore, in my opinion, the information written on the board was necessary because the students could do a general and wide review of all the topics studied during the units 1-4. On this respect, Klaus (2010 p. 4) stated "Teaching aids are tools that classroom teachers use to help their students learn quickly and thoroughly." In summary, the contents of the whiteboard were important for the students who needed to remember, check and study for their future test.

Furthermore, it is important to mention that all the contents of that supplementary material were related and selected according to the general characteristics of the students, in aspects as, their age and level, because they were the ones who wrote the exercises on the board. And they did not have any trouble with the different topics because all the exercises were reviewed and explained again.

In addition, the different activities made on the whiteboard were checked specifically by all the students who also had the opportunity to participate in some exercises of the different activities from the review. However, the teacher gave some suggestions about how to design each activity, it was, the questions in red marker, the answers in blue marker, corrections of some structures, etc. As a whole, the quality of this supplementary material was good because the content was done with the contribution of all the students and the teacher.

Videos

During the observation of these classes, the teacher used a video only in *the fifth class* to focus on the topic “the teacher in the Imbabura province” whose objective was to practice listening and understanding of the video. In my opinion, the material was good and important, even if that was already used in 8th grade; however, the content was not the same because the teacher had added other place in the film. The process was: first, the students were located in the audiovisual classroom to watch the video. The first part of the video was the same as in 8th grade, it was a description of the Yaguarcocha Lake and the second part described the Cuicocha Lake, which was the new content in the film. The descriptions of the places were about the location, the history of the place, the customs, etc. In conclusion, the video was a novelty for this grade because most of the students were very interested and enthusiastic during all the class.

On the other hand, the content of the material was simple and easy to understand; therefore, it was done taking into consideration some general aspects of the students, as the fact that they are teenagers and did not have an intermediate or high knowledge of the language. In others words, the students did not have any difficulty with the video because the information was selected specifically for them.

Finally, that supplementary material was done and checked specifically by the teacher who showed all the interest and creativity in this job because she made a different film for each grade. Besides, it was also very interesting because the teacher chose nice places which were very colourful, and had a lot of vegetation. In summary, the quality of that material was excellent because the students' motivation and curiosity was evident.

Objects

In the *second class* real objects were used to prepare simple recipes as, salads, desserts, hot dogs, etc. The activity was developed to practice the topic "Tempting Snacks" in an oral way, whose objective was to explain and to listen about how to make a favourite snack. For me, this activity was the most interesting in the grade because all the students had the opportunity to participate in it. Some days ago, the teacher had organized five groups of students to do a recipe in front of their classmates. The explanation was introduced group by group and each student started the activity by

pointing out first the ingredients and the quantities. Then, each participant from the group explained a part of the process. In summary, this activity was one of the most important in this grade because all the students were motivated to participate orally, which is the most difficult skill to reach in the students. According to this aspect, Binis (2008, p. 7) stated: “motivation is the key factor which refers one’s success in learning a language. This means the thoughts and feelings we have which make us want to do something is the way, to find many factors that influence our motivation to learn a language”.

Likewise, in this class, the real materials were selected by the students which were objects used to show the meaning of each ingredient, such as, vegetables, fruits, yogurt, sugar, salt, oil, etc. The topic of the recipe, and the content was also chosen and researched by each student group. Each student had approximately five minutes to speak in front of the classroom. So, this activity caused nervous on the students, however; they were little by little more quit to speak easily and sure about the information they had studied.

Moreover, the content of the recipes was checked by the teacher and done by the students. The activity was very creative and original because the students used real objects to give the explanation, which made that the class was interesting. So, it was very easy for the teacher to reach the objective with a lot of success.

Learning styles

The ways in which the students learned the language during these classes were very important and interesting because the teacher did a lot of effort to improve and to enhance the student's learning. For example, the teacher spent a lot of time to organize some students groups to prepare recipes. So, the social factor used in the class was an important stimulus to motivate the speaking skill. As in all the classes, the most used factor was the visual, using supplementary materials, such as handouts, word cards and the whiteboard, which were helpful to stimulate the reading and writing skills. And, another important material used was an interesting and creative video, whose content was selected and recorded by the teacher. That material was very important because first the students could be changed of environment, and the process of learning was more interesting because they were stimulated with the audiovisual material, that was very helpful to enhance the visual and listening skills. Finally, the real materials used by the students in the exposition were also important because they stimulated the tactile perceptions.

As a whole, the perception ways used in these classes were the visual, reading/writing and tactile. However, the students had also other expectations in order to learn, such as using flash cards, charts and movies which sometimes should be taken into account by the teacher.

10th grade

During the observation of these classes, the teacher used handouts in one of them, word cards and the whiteboard in three and a video in the last one. The way these supplementary materials were used is analyzed in the next paragraphs.

Handouts

This is important to mention that this supplementary material was used by the teacher only in the *fifth class* to test the student's comprehension of a video they watched some minutes before. The topic of the lesson was "the teacher in the Imbabura's province", whose objective was to practice listening and understanding of the video. In my opinion, the test was essential to know if the students paid attention to it. On the other hand, it was a little long because the teacher elaborated four handouts for each student; however, it was not difficult for the students because they could finish all the job without any trouble in the time established for the activity. In conclusion, those handouts were important to know if the purpose of the class could be reached or not.

Moreover, the content of the three sheets of paper was elaborated in an objective way, while only the content of one of them required to do an essay which was not a problem for the students because most of the activities were very easy for their intermediate level and age. In sum, although the content of the handouts was a

little long, all the material was related to the comprehension level of the students.

In addition, this material was checked and designed by the teacher in four sheets of paper which contained some activities such as: underlining, matching, circling, writing true or false, ordering, completing and only for this grade the last activity required to make a drawing and a summary about a place watched in the video, which was selected by each students, according to his/her criterion. In summary, the material was designed with a lot of creativity and motivation to encourage the participation of all the students and to reach the teacher's purpose in this lesson. Regarding it, let's recall the words of Sae (2005 p. 7) who stated "Visual aids help to break up the monotony, providing a visual stimulant to reinforce what the learners are hearing".

Word cards

It is important to mention that during these classes, the teacher used that supplementary material only in three of them. In the *first class* word cards were used to introduce some new formulas of the topic "Past Perfect" whose purpose was to teach the new grammar structure. I believe that the method used by the teacher was fundamental because she wrote the formulas of the affirmative and negative sentences, questions, and short answers, on some small sheets of paper. Then, they were placed next to the board and in front of all the students. The objective of this was that the material could

be used to explain and write some exercises. Afterwards, the students had to write their examples on their notebooks. In summary, the material was very helpful to know, learn and practice the new structure.

Furthermore, the material was selected considering the general students characteristics. That is why, it is important to mention that the students had studied the language for two years and three months with a schedule of six class hours by week which is enough time to get an intermediate level and to study the Past Perfect. In conclusion, the study of the new grammar structure was not a difficult topic for the students' understanding.

On the other hand, this supplementary material was checked and designed specifically by the teacher who wrote the letters, the words and the abbreviations, such as "S", "had", "Vinp.p.f", "C", "Yes", "No", "hadn't" in blue marker while the symbols and the punctuation marks were written in red marker. Each formula was written in a white and small sheet of paper and finally they were placed with adhesive tape on a wall where all the students could look at the material. Therefore, the design of the material had high quality and it also was very helpful to encourage the student's participation.

In the *second class* this supplementary material was used to focus on the topic "Word Power Events". The purpose was to teach and use the new vocabulary in sentences. I think that the use of those word cards was basic to practice pronunciation and spelling of

the new words. First, the teacher elaborated the word cards which were placed in front of all the students. Then, the teacher pointed out each one to repeat the pronunciation. After, the students looked up the meaning of each word in the dictionary and finally with the help of some examples from the student's book, the students wrote their own examples on the notebooks. In conclusion, the word cards were very useful to follow the process that helped them to reach the purpose.

Likewise, the content of this supplementary material was taken from the student's book, which was selected for intermediate level students. The material chosen by the teacher was also related to others general student characteristics. In summary, this material was important to develop a good level of understanding on the students.

Moreover, this supplementary material was checked and designed by the teacher who wrote a word on each white and small sheet of paper, and the design was made in red and with small letters. Then, the teacher stuck the material on the wall in a place where all the students could see it. Therefore, although that kind of material was always done in the same way, it was also always helpful for the teacher, as well as for the students because the process helped them to reach the objective in an easy way.

In the *third class* this supplementary material was used to practice vocabulary of a reading which was taken from the student's book. The topic of the lesson was "Strange" which objective was

practice reading and understanding. I believe that the use of that material was important to understand the topic of the reading in a best way and to answer in a right way the questions from the student's book about the same reading. During the process, first the students underlined all unknown words from the reading. Then, the teacher made the word cards to practice pronunciation and spelling and, finally the students look up for the meaning of each word. In conclusion, the material was helpful to keep in mind the idea of the meaning more easily. To support the previous explanation, it is important to cite the words of Moreira (1998 p. 21) who stated "Showing visuals aids focuses the attention on meaning, and helps to make the language used in the class more real and alive".

In addition, the content of this material was selected from a reading related to the characteristics of the students such as, their intermediate level and age. In summary, the students could understand and learn the new words without any difficulty.

Likewise, this material was checked and elaborated by the teacher in black marker on small and white sheets of paper, and with an important size of letters. Besides, they were placed in a good place where all the students could see them. In conclusion, the material was designed with creativity, which could attract the students' attention.

White/black board

Regarding these classes, the teacher used the whiteboard only three times. In the *first class*, the whiteboard was used first by the teacher to write and explain some examples of the topic “Past Perfect” whose objective was to teach the new grammar structure. Then, some students wrote their own examples on the white board to show their comprehension level. So, my opinion is that the use of that supplementary material was fundamental for the study of this lesson, because without a clear explanation or demonstration of the structures selected for the topic, it had been difficult to understand the way in which the sentence or question should be built. In summary, the students could reach a good understanding of the topic without a lot of problems because most of them did their exercises with very few mistakes.

Likewise, that supplementary material was used taking into consideration the intermediate level of the students who are teenagers still. According to the level, it is concluded, due to the fact that the students had studied the language during two years ago. And the schedule in this high school had selected seven class hours by week in each grade. Besides, these students have showed a good level in the English language. Therefore, most of the students could understand the new grammar structure successfully.

At the same way, the content of the whiteboard was checked and designed by the teacher who wrote three groups of examples

using the structure of the past perfect. Each group was made with an affirmative sentence and a negative one. Then, the affirmative sentence was transformed into questions, and finally an affirmative and a negative short answer were written. Besides, all the examples were written in different colors. For example, the sentences and answers were written in blue marker, while the sentences were written in red marker. After that, four students were the ones who wrote their own examples in the same way as the teacher did. In summary, the material was very helpful to develop some important activities which helped to reach the purpose of the lesson.

In the *second class* the material was used to test the comprehension level of the topic “Word Power Events” whose purpose was to teach and use the new vocabulary in sentences. So, some students wrote their own examples to show how much they learned about the topic. I think that the use of that material was essential to check, if the student’s examples were right or not, to correct mistakes, and to realize or compare how other classmates used the new vocabulary. In conclusion, the use of the material was important to clarify all the doubts and to enhance the students’ learning.

On the other hand, the material was used and selected appropriately because the students were the ones who wrote their own examples on the board, using known vocabulary and the new one. Therefore, they did a job according to their comprehension level and age.

Moreover, the content's quality of this supplementary material was checked by the teacher and designed by the students who used it to practice writing, using the new vocabulary in sentences. That is why the activity was helpful to show how much the students known and assimilated, and which the difficulties were. In summary, the students participated actively in the class work, because they wrote good examples on the white board.

In the *fourth class*, this material was used to practice all the topics learned during the first term. The topic of the lesson was "Review of Units 1-4" whose objective was to prepare the students for a test. I believe that the contents written on the board were very important to remember the way in which each activity should be made. All the exercises were tasks proposed in the student's book. For example, the board was used to write some people's preferences, to make comparisons and suggestions, to check answers to some questions, etc. In conclusion, the material was helpful to review all the knowledge learned some weeks ago again, and to clarify all the students' doubts. According to this aspect, Smith (2004, p. 3) declared "Supplementary materials can enhance meaning, create context, and clarify confusing concepts making lessons more relevant".

In addition, the contents written on the board were a summary of some topics studied by the students before, and that is why the review also considered the general students characteristics. Besides,

the students were the ones who did the different activities. Therefore, the contents of the white board were a clear proof of the comprehension level of the students in relation to these topics.

Likewise, the contents developed on the board were checked by the teacher and designed by all the students who followed the instruction of the teacher in aspects such as, questions in red and responses in blue, enumeration of exercises, organization, etc. So, those details were excellent to create a content of good quality, which was also helpful to active the participation of all the students.

Videos

This is important to mention that this supplementary material was used by the teacher only in the *fifth class* to watch a video about the topic “the teacher in the Imbabura province”, whose objective was to practice listening and understanding of the video. My opinion is that the use of the video was fundamental to experiment a different environment, which was characterized by an important level of enthusiasm on the students. The process started in the audiovisual’s classroom where the students could watch the video chosen by the teacher especially for them. The first and second part of the content was the same as, in 8th, and 9th grades. However, the teacher had added the description of other place for this grade, which was the third part of the material. In summary, in this grade it was also possible to awake the student’s interest and curiosity, and they kept their positive attitude until the end of the class. Therefore, it was very

easy to achieve the purpose of the class with a lot of success.

Concerning this aspect, let's recall the word of Sarango (1997, p. 32) who stated "Today audiovisual is an important device for introducing a new language. It is because it combines pictures with movement, color and sound. It enlarges our horizons, provides new experiences, builds curiosity and it is fun. This aid is also motivational and dynamic because it also presents real language, and it gives learners practice in dealing with the environment".

Furthermore, the explanation of this film was done using simple vocabulary, an accent very easy to understand and a normal rhythm. Regarding the time, the duration was during twenty five minutes. Therefore, it is important to mention that the teacher designed that material specifically for the students who had an intermediate level. In conclusion, the content of this creative and novelty video was recorded by the teacher according to the general characteristics of these students who are teenagers.

Finally, this video was chosen and checked by the teacher in the Imbabura province. In the activity, she used three important places; two lakes and a lagoon, which are very interesting and nice places, due to their wide green spaces. She also described some details such as, their names, history, customs, reasons to be a tourist and important place, typical food, etc. In summary, that material was an excellent job because it was done with a lot of

interest and creativity, which increased the students' attention during all the class.

Learning styles

In a general way, a variety of factors that influence on the learning preferences of the students were used during these classes. They were mainly through interesting and enjoyable activities as for example: the use of the word cards and the whiteboard. There was also a video stimulating the visual and sonorous skills, and some handouts to develop reading and writing skill in all the students. According to this aspect Klaus (2010 p. 4) stated "Because every individual learns in a different way, teachers rely on these tools to explain concepts to students with a wide variety of learning needs."

In conclusion, it is important to mention that although the job of the teacher was very good and important because she supported some learner preferences, it was also important to take into consideration the fact that the students are also interested in others kinds of activities which are related mainly to emotional and physiologic factors, for example, using sometimes: flash cards, power point presentations, songs, movies, and websites.

Comparative Analysis

At this point, the analysis determines the materials used in EFL public and private high school and the frequencies expressed in percentages. To show the results have been elaborated four bar graphs, using the charts 9, 10, 11, and 12. In the same way, the bar

graphs have been identified as figure 1, 2, 3, and 4. Figure 1 shows the percentages and materials used in 8th grades from both high school; figure 2 shows the 9th grades; figure 3 shows the 10th grades; and figure 4 shows the total of percentages of the use of supplementary material used in 8th, 9th, and 10th grades in both high schools.

In addition, in the vertical line of figures 1, 2, and 3 there are blue and red bars. The blue bars show the supplementary materials used by the public high school and the red ones the private high school. But in figure 4 the blue bars show the 8th, 9th, and, 10th grades of the public high school and the red ones shows the same grades of the private high school. At the same way, the horizontal line shows the quantities of the percentages in all the figures.

Finally, figure 1, 2, and 3 are very helpful to see and explain easily the supplementary materials used by each high school and the percentages, too. Then, it is analyzed which supplementary material is the most used, the supplementary materials used in common in both high schools, the supplementary materials only used by each high school, and the variety's comparison of the supplementary materials used in the high schools. Finally, figure 4 is used to show the total of frequencies in 8th, 9th, and 10th grades, the total of all the grades, and to conclude which high school have the higher frequency.

8th grades

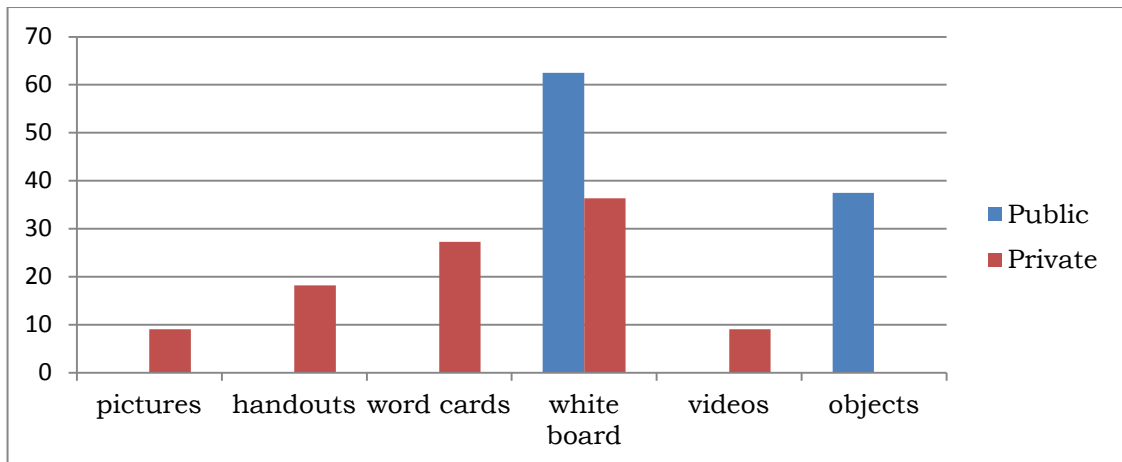


Figure 1

Regarding the results from 8th grade, figure1 shows the supplementary materials used in both high schools and the percentages of frequency. The private high school used pictures in 9,09 %, handouts in 18,18 %, word cards in 27,27 %, white board in 36,36 % and videos in 9,09 %. While in the public high school used the white board in 62,50 %, and the objects 37,50 %.

According to the results above, it is concluded that the whiteboard was the most used supplementary material in both high schools. The higher bar corresponds to the public high school. Consequently, the public high school used more the white board than the private high school.

Moreover, the whiteboard was the only material used in common by both grades. Regarding the pictures, handouts, word cards and the video, they were supplementary materials only used by the private high school, while the objects were materials only used by the public one.

In summary, the private high school used a wider variety of supplementary materials in comparison with the other high school. One of the reasons for this situation could be that in the public school, the students study the language for 120 min. in a week, while the students in the private school do it for 270 min. in the same period.

9th grades

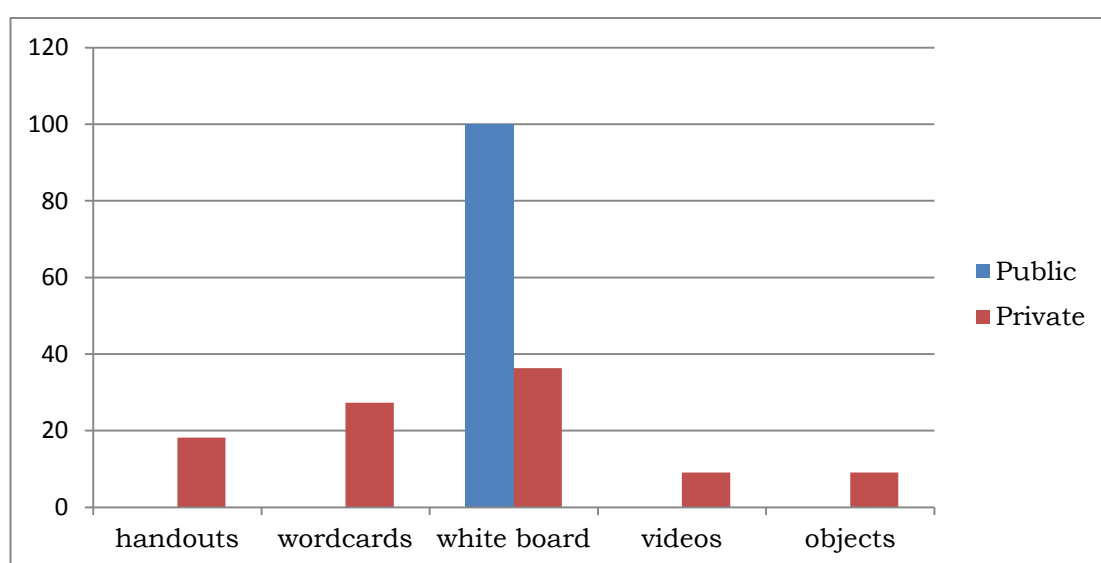


Figure 2

According to the results from 9th grade, the figure 2 shows the supplementary materials used in both high schools, and the percentages of frequency. The private high school used handouts in 18,18 %, word cards in 27,27 %, white board in 36,36 %, videos in 9,09 %, and objects in 9,09. While the public high school only used the white board in 100 %.

Moreover, the results have showed that the most used supplementary material in those grades was also the whiteboard. The higher bar corresponds to the public high school. Consequently, the

public high school used more the white board than the private high school.

Furthermore, the supplementary material used in common by both high schools was also the whiteboard. Concerning the handouts, word cards, real objects and the videos, they were only used in the private high school; while the public high school did not use any other material.

In conclusion, the private high school used a wider variety of supplementary materials in comparison with the other high school. It can be because in the public high school and according to the information got in the teacher's survey, some materials taken of the student's book such as, pictures, charts, dialogues, stories, etc. are considered as supplementary materials by teacher observed. That is why it is important to remember that the student's book and all its contents are the main or basic material in the class and therefore they are not supplementary materials.

10th grades

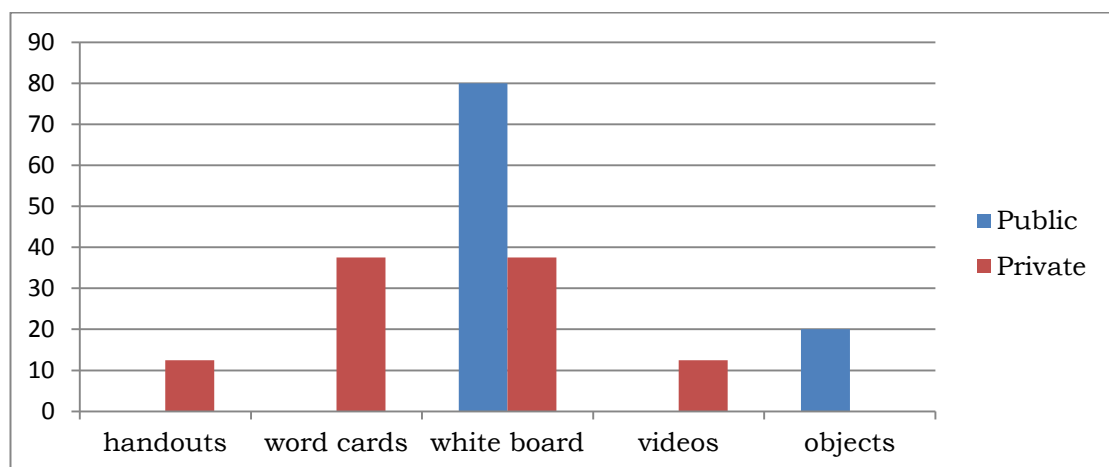


Figure 3

Regarding the results from 10th grade, the figure 3 shows the supplementary materials used in both high schools and the percentages of frequency. The private high school used handouts in 12,50 %, word cards in 37,50 %, white board in 37,50 % and videos in 12,50 %. While the public high school used the white board in 80,00 %, and the objects 20,00%.

According to the results above, the most used material in 10th grades was the white board, in both high schools, and the higher bar had the public high school. Consequently, the public high school used more the white board than the private high school.

In addition, the supplementary material used in common by both high schools was also the whiteboard. Concerning the handouts, word cards, and the videos, they were only used in the private high school; while the public high school also used real objects.

In summary, the private high school used a wider variety of supplementary materials in comparison with the other high school. Another reason for this situation could be economic problems in the institution.

Total of frequencies in 8th, 9th, and 10th grades

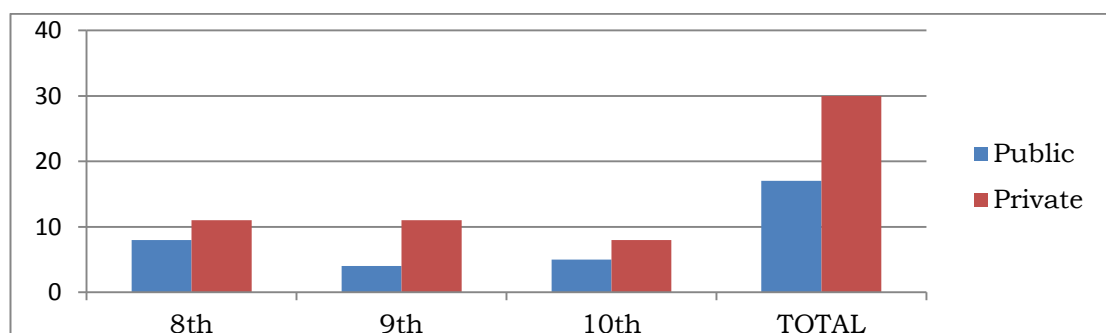


Figure 4

Figure 4 shows the total of frequencies in 8th, 9th, and 10th grades, and the total of all the grades in both high schools. It is, the total of frequencies in 8th grades are 8 in the public, and 11 in the private, the total in 9th grades are 4 in the public, and 11 in the private, and in the 10th grades are 5 in the public, and 8 in the private. Consequently, in the private high school, all the grades always have the higher frequency. The total shows that the frequency in the public high school is 17, and in the private is 30.

In conclusion, the private high school used more times the supplementary materials than the public high school. It is almost in double quantity. It could be due to the different reasons explained before, such as time, the teacher's attitude, economics, etc.

Conclusions

Based on the results, the descriptive analysis and the comparative analysis presented above, the major findings were summarized.

- This research demonstrates that, the public high school used two variables in all the grades, such as, visual and realia, and two indicators such as, white board and objects. While, the private high school used three variables in all the grades, such as, visual, audiovisual and realia, and six indicators such as, pictures, handouts, word cards, white board, videos and objects. This research implies that, the private high school used more variables and indicators than the public high school.
- In most instances, almost all the indicators such as, pictures, handouts, word cards, videos, white board, and objects were used in terms of pertinence, appropriateness and quality. This research suggests that, the teachers observed used adequately the supplementary material in both high schools.
- In these specific cases, the public high school used during all the classes 17 times the supplementary material, while the private one used 30 times. This research implies that, the private high school used the double of material in relation to the public school.

- This research also demonstrates that, the public high school used a fewer variety of supplementary materials because they were only the whiteboard and objects, while the private school used a wider variety such as, pictures, handouts, word cards, whiteboard, videos, and objects.
- This research has detected that the material mostly used by both high schools was the white board, and it was in all the grades.
- According to learning styles, the teachers observed used some important factors, stimulus and supplementary materials to enhance students's learning. Nevertheles, they were only a little part of the specific preferences written by the students in the surveys. This research implies that, the teachers observed do not know the preferences of their students to learn EFL.
- This research has demonstrated that the use of supplementary material in EFL classes is very important, due to the fact that in the private high school the students showed more interest to learn EFL, while in the public school the attitude of the students were not the same.

Recommendations

As a result of this research, the most important aspects that teachers always should take into consideration in the process of teaching-learning English language are:

- The easiest way to reach all the purposes in EFL classes is using different kinds of supplementary materials frequently. Nevertheless, teachers must not use a lot of material in a class because it could make the students confused.
- Teachers should not forget that the learning preferences are different for each student; that is why it is important to research which they are to take into account those specific learning styles in the lesson plans.
- During the class, the teacher must be active, responsible, interested, creative, etc., because it will be very helpful to reach the best results in classes.
- Institutions, teachers and parents should invest or look for support to get supplementary materials such as, computers, DVD's, televisions, interactive whiteboards, etc.
- The time selected for the EFL classes should be everyday, because the students can reach a good level in EFL only with frequent practice.
- It is also important that teachers do not confuse the supplementary materials with the different contents of the student's book because this is the main material in the class.

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ANNEXES

Annex N° 1

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC (✓) PRIVATE ()

DATE: November, 11th 2010

CLASS N° 1

GRADE: 8th

TOPIC OF THE LESSON: My Classroom

OBJECTIVE (S): To listen and practice a new vocabulary

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	

Annex N° 2

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: November, 11th 2010

CLASS N° 1

GRADE: 8th

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

Yes indeed, because everything which is new in the classroom motivates the students to go on learning the language.

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

I usually use pictures, charts, dialogues, stories, videos and the board, due to these are the only resources to be used in the classroom. The lack of didactic material in the Institution and the short time of classes I get force me to use this kind of materials only.

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

Since the Institution only authorized to use the student's book, it's impossible to ask for extra material.

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

They always want to listen songs. The main problem is the disagreement between boys and girls because the first ones like a different kind of music than the others.

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

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

Why?

Because, there are ^{only} three hours of classes in a week.

Annex N° 3

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC (✓) PRIVATE ()

DATE: 11 de Noviembre del 2010

CLASS N° 1

GRADE: 8vo "B"

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 () AUDIOVISUALES <ul style="list-style-type: none"> • videos () • películas (✓) • documentales () 	OBJETOS REALES <ul style="list-style-type: none"> • objetos: () (juguetes, plantas, frutas, etc.) ONLINE <ul style="list-style-type: none"> • websites () 	
¿Que materiales adicionales te gustaría que utilice el profesor en la clase? <u>revistas + canciones populares</u>			
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional? () siempre (✓) de vez en cuando			

Annex N° 4

Qualitative Tabulation

Chart :

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 N° 5

Chart : Pertinence and Appropriateness of the supplementary material used in

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th 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										
	Stories										
	Tales										
Audio-visual	Videos										
	Movies										
	Documentari.										
Realia	Objects (toys,										
Online	Websites										

Author :

Source :

Annex N° 6

Quantitative Tabulation

Chart : Frequency of use of supplementary material in.....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:

Annex N° 7

Chart :

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

Author :