



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

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

Trabajo de fin de titulación

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Inglés

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CENTRO UNIVERSITARIO QUITO

2012

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DEDICATION

This thesis is dedicated to my brother who is my inspiration and light to become an exceptional person. Thank you for being my light every day of my life. To my parents, and sister who are my support, my strength, and my whole life. I love you all! This work is also dedicated to my whole family that has been the best example to be followed.

Ana Cristina

This study is dedicated to my parents, especially to my father who is not any more in this world, but his memories and his teachings continue guiding my life. Also, I would like to dedicate this thesis to my brave mother for giving me her support and confident to keep on my preparation. An especial dedication goes to my son for being the reason of my life.

Lorena

ACKNOWLEDGEMENTS

We gratefully acknowledge to all people who have played a key role in allowing this thesis to be completed. We would like to thank all the teachers and management staff at Universidad Técnica Particular de Loja for being good guiders and friends during our studies.

We especially thank our thesis advisor Mgs. Alba Vargas who gave us support and advice for finishing our thesis; for her patience, support, and for believing in us as well as in our work.

We would like to express our gratitude to Marco Cuenca for his guidance and time, wisdom suggestions throughout the process of research.

Finally, we would like to thank to all those friends who have been supportive.

Lorena and Ana

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ABSTRACT

This study in EFL classes is aimed at discovering if EFL teachers use supplementary materials in their classes, if so how pertinent, appropriate, and qualified those materials are.

The research was conducted in a public and a private high school in Quito in 2011. The sample was drawn from six teachers, two from 1st, 2nd, and 3rd years. Data was collected through observation forms, questionnaires, and surveys. The general approach was qualitative and quantitative.

During the process, thirty classes were observed, fifteen in each high school. For the analysis and interpretation of results, on the one hand, qualitative analysis was done considering pertinence, appropriateness and quality of each type of supplementary material used in the observed classes. On the other hand, quantitative analysis was undertaken to determine and analyze the frequency and variety of supplementary materials used by the six observed teachers.

The results of the study evidence that the supplementary material used in the classes observed are flashcards, power point presentations, pictures, etc. for helping the learners develop their language skills and for sustaining their motivation to learn English.

INTRODUCTION

According to Dash and Dash (2007) supplementary materials stimulate the interest of the learners in the learning task and the power of observation and motivation to increase their knowledge. Therefore, EFL teachers must use a variety of supporting materials, i.e. visual, audio-visual, realia, etc. to make the learning process more interactive and appealing to the students.

However, there is little or no use of supplementary material in the English classes, especially in the Ecuadorian high school. Moreover, the small percentage of supplementary material that is used in some English classes is not properly selected according to the real students' needs.

For this reason, it is worth to analyze the use of supplementary materials for teaching adolescents in Ecuadorian EFL classes with the purpose of discovering whether or not teachers use supporting materials, so, how pertinent, appropriate, and qualified those materials are.

The specific objectives proposed in this study were: to identify and analyze supporting materials used in EFL public and private high schools, to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality (design and elaboration); and finally, to determine the frequency and variety of the supplementary materials used in the observed public and private high schools, and to identify the most frequently used material in each one of the observed high schools.

To back up this investigation, previous research on the topic has been conducted in order to examine how and why supporting materials can be useful teaching tools in EFL classrooms. Hayaty and Mohmedi in 2009 researched how the use of films with English subtitles helps EFL students improve their listening

comprehension. The researchers found that subtitles in English make easier the students' listening comprehension and offer them an opportunity to assimilate visual and auditory language input. The limitation addressed in this study is that the sample population was intermediate level EFL learners. Hayaty and Mohmedi suggest that future research should be directed towards investigating the use of subtitles with students of different proficiency level over longer periods with video materials of varying difficulties.

Other study was held out by Chun and Ching in 2009 to determine how pictures in contexts help to enhance the low-proficiency EFL college students' reading comprehension. The researchers concluded that the reading comprehension of low-level learners was considerably facilitated when text and pictures were introduced with the same information. No limitation is addressed by the researchers.

In addition, Kelsen in 2009 conducted a research to explore students' attitudes towards the use of YouTube as supplementary material in EFL classes. Kelsen's conclusion is that the use of You Tube for learning in EFL classes was for most students interesting, relevant, beneficial, and somewhat motivating. The limitations identified in the study were that the questionnaires were only written in English and also the small sample size and the fact that all participants belonged to the same group. For future research, the researcher recommends that a larger sample size and students from different departments should be included.

The findings of this study will benefit not only the students, but also the teachers and authorities because they will find that learning and teaching English by using different supporting materials is motivating, stimulating, and memorable. Current and future researchers could contribute to the topic by doing a widespread exploration of the use of supplementary materials in EFL classes.

This study is limited by the fact that it was not representing the majority of the students; the sample size was small because only thirty students were surveyed. Therefore, only three public and three private high school courses were observed during classes, the study should have implicated more participants.

METHOD

Setting and Participants

This study was conducted in Quito, Ecuador in a private and a public high school. The students were boys and girls on both high schools. The private high school has female and male students; they all receive classes at morning. The public high school as well, is composed of students from both genders, they have morning classes. The study sample was drawn from six EFL teachers of 1st, 2nd, and 3rd senior classes of each high school selected.

The field investigation involved observing thirty (30) classes, five in 1st, five in 2nd, and five in 3rd senior year of the public high school, and five in 1st, five in 2nd, and five in 3rd senior year of the private high school. These classes were observed during a five-week period in each year.

Procedures

In this study, an ample review of literature on the topic was done to know about important theoretical concepts such as teaching a foreign language, learner's differences, learning styles, teaching techniques, teaching contexts, supplementary materials, and to investigate about previous studies carried out on the use of supporting materials to teach EFL. This bibliographic research provided the theoretical support needed to better describe, analyze, and interpret the results.

At the end of each class, one student was interviewed in order to determine whether the supporting materials used in the observed class fulfilled his/her needs and expectations for the learning process. For the interview, the learners were randomly chosen. They were 30 respondents, 15 in public and 15 in private high school. The survey was conducted in Spanish to make easier for the learners to understand the asked questions and to elicit their responses. In addition, with the aim

of asking for the viewpoint on the importance of using supplementary material in classes, a survey was administered to the six observed teachers, three in public and three in private high schools.

The study method was qualitative and quantitative. Reading, note-taking, and surveys were the techniques applied to collect data. Observation formats, tables, questionnaires, and data collection formats were the instruments used to gather information.

For describing and analyzing results, a qualitative analysis was done to determine whether the supplementary materials were pertinent, appropriate, and qualified. In this analysis, each supplementary material used in the schools observed was described and analyzed according to the topic and objective of the lesson, students' needs, and the design and elaboration.

A quantitative analysis also was undertaken to describe and analyze the frequency and variety of the supplementary materials used by the observed teachers. The obtained results of 1st, 2nd, and 3rd years of public high school were compared with those of 1st, 2nd, and 3rd years of private high school. These results are described and displayed on five graphs in the quantitative analysis section.

DISCUSSION

Literature Review

Supplementary materials are useful tools for teaching adolescents in EFL classes. These materials include visual aids, audio-visual, realia, websites among others that EFL teachers use to help develop the listening, speaking, reading, and writing skills of the learners. Moreover, supplementary materials allow EFL teachers to create an environment in which every class is enjoyable and meaningful for the learners. Concepts and topics related to teach EFL as well as past research on the use of supplementary materials in EFL classes will be described in the following section.

Teaching English as a Foreign Language

According to AGCAS editors (2010), teaching English as a foreign language (TEFL) is to convey information to the students in an interesting way and to communicate certain kind of love and passion for the English language. There are different materials, course books, and a variety of audio-visual aids that the teacher can use in their EFL teaching. In addition, a strong emphasis is put on dialogue and role-playing as well as some formal activities such as language games and literature which are also included in EFL classes.

AGCAS editors also mention that students learn EFL for different reasons which include improving their conversational English, preparing for examinations, gaining entry to an English-speaking college or university, or using English in their work. In each lesson the learners must be encouraged to communicate with each other by making use of structures and vocabulary learned in class so that they can improve their listening, speaking, reading and writing skills.

Ur (1991), states that teaching a foreign language is a difficult process which involves presenting, practicing, and testing. It is the main responsibility of EFL

teachers to promote these three learning processes by presenting and explaining new material clearly to make it comprehensible and available for learning, by giving practice to consolidate knowledge, and by assessing which language skill has been learned well and which one still needs to be learned or reviewed. Ur also considers methodology, lesson planning, classroom discipline, and the provision of important topics are included in foreign language teaching. Regarding adolescents, Ur states that it is slightly frightened and challenging for many inexperienced teachers to teach to adolescents since it not only may be considerably more difficult to motivate and manage them, but also building up a trusting relationship with teens takes longer. However, adolescents' potential to learn is great.

Regarding foreign language, Singh (2006) points out that throughout the history teaching a foreign language has been of great relevance and has gained much greater importance with the swift globalization which has made the world into a small village. According to Singh, people need to learn English as a foreign language for several reasons such as having a good career, pursuing their academic studies, being able to communicate with the native speakers of English or with people from other countries, and doing business. An additional important reason for learning English is to “communicate with other people, from whatever country, who also speak English” (Harmer, 2007, p. 12). In fact, learning a foreign language whatever the reason, its importance in the students' life has led linguists and language teachers to discover the best and quickest way to teach a language (Singh, 2006).

Learners

There are children, adolescents, and adults who study a foreign language. These learners differ in the way they learn, assimilate, and retain information since every student is unique. According to Cameron (2001), there are some differences in

teaching a foreign language to children in contrast to teaching adults or adolescents. Some of these differences are very noticeable; for example, children usually show enthusiasm and liveliness in the different activities they may be set even when they do not quite understand why or how; they, nonetheless, lose interest very easily and are less able to keep themselves motivated on the task that might be challenging for them. Children frequently seem less embarrassed than adults when acquiring a new language and their lack of inhibition seems to be helpful for them to achieve an accent like a native. But it is not easy for them to use language to talk about language; that is, the access to meta-language for children is not the same as for older learners; therefore, the teacher cannot explain children about grammar or discourse.

To complement Cameron's ideas about children, it is necessary to mention Harmer's (2001) who says that children absorb information from all sides by assimilating knowledge from everything around; if they are up to the ages of nine or ten, they respond to the meaning of words even if they do not understand them individually. Moreover, Ellis (1994) says that children can acquire a native-like accent easily and may be more likely to acquire a native grammatical competence. In fact, the same author states that whether or not children acquire native-speaker proficiency, they are more likely to accomplish higher levels of pronunciation and grammar skills than adults since the age does not affect considerably the process of acquiring a L2 grammar as it may be affect the acquiring pronunciation process.

Regarding adolescents, Harmer (2001) mentions that the personality of them must be forged from the students who are in the same class and from friends. According to Harmer, teenager students usually push teachers to the limit although their capacity to learn and potential for creativity is great when they are engaged with things they are interested in.

As for adult learners, Ellis (1994) says that adult learners have an initial advantage of learning, especially in grammar, but they are not able to acquire a native accent because their exposure to foreign language is in instructional settings. Furthermore, Harmer (2001) states that the abstract thoughts are for adults something to engage with, they may develop their own learning pattern because of their expectations about the learning process, and their understanding of what is being taught and what they want to learn is clear unlike the understanding of young children and adolescents.

Learners Motivation

Referring to motivation, Cook (1986) says that the usual meaning teachers have given to motivation is the interest that something generates in the students. To the teacher's satisfaction, students may appear involved in a class through a particular exercise, a particular topic, or a particular song. In this sense, motivation becomes a short-term affair in the class. As said by Cook, in L2 learning, motivation is referred to the long-term fairly stable attitudes in the students' mind. Cook also mentions two types of motivation: the integrative and the instrumental. Integrative motivation establishes whether the students are connected with the target culture and people in some sense. In this case, it is relevant for students to study a foreign language since they will have the opportunity to become part of other cultural groups. Instrumental motivation, on the other hand, refers to learn the language for a specific reason, e.g. to pass an examination, to get a certain kind of job, etc.

Dornyei (2001) says that the term motivation is frequently used to describe successful learners during the long and often tedious process of learning a foreign language. Success and failure are therefore determined by the learners' enthusiasm, commitment and persistence. Dornyei mentions that in all learners and all situations

of learning four main stages of motivational teaching are applied. These stages are as follows, the first stage is to provide a pleasant and supportive environment in the classroom through motivating conditions for learning. The next stage is to show positive attitudes to learning by creating materials that are relevant for the learners, and by establishing expectations of success. After the initial stage, it is necessary for teachers to maintain and protect the motivation of their learners by offering stimulating activities and by fostering self-esteem, self-confidence, and co-operation among learners. A final stage is in which teachers are motivated to take care to turn evaluation and feedback into positive experiences.

As pointed out by Rost (2006), motivation refers to the neglected heart of language teaching. Thinking about motivation as the essence of language teaching is essential because of the stark realities of learning English for most of students. For Rost, all of the conditions that we know contribute to successful second language acquisition are lacking in most EFL contexts since there just is not enough English input in the environment, there probably are not enough opportunities for interaction with English speakers, there usually are not enough strong role models promoting the learning of English, and there may not be widespread enough social acceptance for the idea of becoming proficient in English. These adverse conditions make English learners be highly motivated to learn the language successfully. Therefore, it must not be forgotten that all the learning activities are filtered through the students' motivation; otherwise they will be no pulse or life in the English classroom.

Learning Styles

Oxford (2003) defines learning styles as strategies used by students when learning a new language or in fact any other subject. Oxford classifies learning styles in visual, auditory, and kinesthetic. Visual students like to read and absorb a

substantial amount of visual stimulation. Involving in lectures, conversations, and spoken directions with no visual information can be confusing for visual learners. Auditory learners, in contrast, can benefit from lectures, conversations, and spoken directions because they like to work without any visual stimulation. Auditory learners are, hence, happy to interact in classroom through role-plays and similar activities. On the other hand, kinesthetic and tactile students like to engage with activities in which they move a lot. It is enjoyable for kinesthetic and tactile learners to work with tangible objects, collages, and flashcards as well as to have frequent breaks and move around the class rather sitting on a desk for a long time.

For LeFever (2004), learning styles have a cycle which is applied in each student's own life. According to this cycle, there are learners' preferences as follows: imaginative learners who easily share from their past experience and provide a context for learning, analytic learners who expect something new to be taught in every lesson, common sense learners who have the necessity to see if what they learned makes sense now, and dynamic learners who use what they have learned creatively. It is clear that the different learning styles contribute to the learning process so that each student can feel free to identify with a specific and preferred learner preference (LeFever, 2004).

Regarding the same topic, Wright, Betteridge, and Buckby (2006,) point out that sometimes the same person may want to be analytical, but he or she may want to be creative at other times. Each person is, nevertheless, likely to have preferences. For Wright et al, another classification of learners exist: creative, cooperative, individual, serious, amusing, and dramatic. These kinds of learners are briefly described below.

Creative learners are those who use the language in creative ways even from the beginning. Cooperative students are comfortable to work in groups. It is funny for creative learners to interact with other people. Individual learners, on the other hand, like to work by themselves. Serious students are able to concentrate better when the approach is serious. In contrast, amusing students concentrate better if they are provided with an element of humor and lightness in the experience. And dramatic students experience by picking up language linked with drama and storytelling.

Teaching Techniques

Brown (2000) defines teaching techniques as the various activities that both teachers and students carry out in the classroom. The same author mentions some teaching techniques which are described as follow: Choral repetition is a technique in which the students repeat a model given by the teacher or by a learner. Student-initiated question technique is used by teachers to review material previously learned, diagnose the skills of the students, to stimulate the student's critical thinking, etc. Other techniques such as group and pair activities allow the learners to get involved in more speaking practice through specific aims. These techniques enable students to interact with all the members of a group by giving them a sense of achievement in order to accomplish the goal of a team. An additional useful teaching technique mentioned by Brown is group problem solving in which it may be funny for the learners to think creatively, sharing thoughts and opinions, creating, discussing and solving problems with the aim of and drawing conclusions.

Another group of techniques are the ones stated by Harmer (2001). Such techniques can be used to make the students understand the meaning of a language form and how it is used and constructed. Demonstration, for example, is a technique in which the language is used in a text to make clear the meaning of it. In this

technique, the meaning of the language can also be demonstrated by using pictures or realia. Explanation is a technique in which the construction of the language is explained through the use of the board or overhead projector. A technique called accurate reproduction is used to engage the learners with repeating sentences, phrases and new words. Immediate creativity technique is used to make the learners create their own sentences. Check questions technique is applied to see if the students have grasped the meaning and use of the language. And finally, discovery technique is used to have learners discover by themselves new language forms in a text in order to understand a grammar rule.

For Lain (2006), the repeat and re-phrase technique can be used in the classrooms to get learners to know a variety of vocabulary and the one that the teacher is using; the benefit of using this technique is that students learn new words by understanding English language better since repetition, as a means of acquiring new vocabulary as well as the use of previously learned words, help learners to form a re-phrased question. The repeat and re-phrase technique can also be applied in an oral way to give instruction to the whole class or just a student. During question and answer time in class, the repeat and re-phrase technique can be used optimally to offer students with an opportunity to better understand the question and answer it effortlessly. This, as Lain (2006) says, encourages the students' higher level learning, their understanding, and their self-confidence.

Different Contexts for Teaching

Learning and teaching EFL implies considering some contexts such as social, economical, cultural, and political. Referring to the social context, Cable (2005) mentions that social factors, varying from country to country, are the ones which define approaches to pedagogy; consequently, there is no one right way of teaching

and learning. Besides, the extent to which students are able to identify with what is being learned will be affected by the content of the curriculum, language, and pedagogic approaches. As the learners are different of each other, their own experiences, preferences, and learning styles will be brought to the process of learning. When English is learned as a means of conducting everyday life, bilingual learners have to learn aspect such as the special language and language practices of school and of the curriculum, and the social practices which include rules, conventions, and the means of imparting them. By accommodating these new meanings into existing schemata, bilingual students are capable of responding appropriately within the social context and constraints of the school and the curriculum (Cable, 2005). With regard to the economical context, Mckay (1992, p. 26-27) states:

The spread of English can be either enhanced or restricted by the actual amount of money that a government allocates to teaching it. In this way, economic constraints influence the spread of English. Countries vary greatly in the amount of their budget devoted to education and this in turn affects the extent and quality of English teaching. Clearly, the more students who are able to have English instruction, the more English will spread. In addition, the better quality of teaching, the more likely students are to become proficient in English and thus be able to use the language in society. The spread of English, then, is closely related to individual belief in the economical value of English; that is, to the actual economic benefits afforded by a society for knowing

that language, and by the amount of money allocated for teaching it.

As for the cultural context, Cable (2005) says that the cultural understandings that adults working in the school bring with them influence the culture of a school. All the learners' home cultures cannot be known by teachers; however, it is necessary for them to understand how the home culture might impact on the ability of the students to learn in the context of school and their classroom. According to Cable, a source of information and expertise can be provided by bilingual staff, teachers, teaching assistants, students and parents. It is essential for teachers not to make assumptions based on stereotypical views; they need to be sensitive to different ideas, values, and beliefs to seek information about the backgrounds and experiences of their learners (Cable, 2005). When students who are bilingual study English to conduct everyday life, they need to learn the underlying cultural assumptions embedded in the curriculum and the content of the curriculum itself.

In relation to the political context, Bolton and Kachru (2006, p. 244) state, "English certainly has fewer political, cultural and religious connotations than does the use of any other language of wider communication." Regarding the same topic, McKay (1992, p. 9) says:

In teaching a particular language that has economic and political power in a society, language teachers become part of the political process. If this language happens to be English, and if opportunities to learn English are largely restricted to the élite, then teachers of languages are helping to maintain the status quo. Because of this fact, expatriate language teachers need to be aware of their role in the political structure of a country in order

to determine whether or not they wish to become part of that country's political process. The political realities of a particular country may dictate a result very different from that deemed most appropriate by the language specialist.

Supplementary Materials

Davanellos (2010) defines supplementary materials as those materials not existing in the book/s which teachers use with a group of learners to give an extra task assumed to be more motivating, more effective, and more memorable for the learners. Regarding the same topic, the definition of supplementary materials given by Horsburgh (2011) is that these materials are various pieces of apparatus allowing the teachers to present certain lessons from a completely different angle in order to make the learners occupy their time in a constructive way and to revise and reinforce what has been taught in the textbooks.

Supplementary materials are relevant to teaching English due to they provide learners with sensory experiences. As stated by Dash, N and Dash, M (2007), supplementary materials help to improve the teaching and learning quality. These supporting materials are used by teachers to make clear doubts, introduce new concepts/words, offer new ideas, make interpretations, ensure correct appreciation of facts, reteach, and enhance their instruction. They offer teachers an opportunity to supplement their work so that they can make the students' learning meaningful, enjoyable and effective. Indeed, students who learn in a slow way as well as those who learn in a quick manner can obtain the great benefits of supplementary materials because they support the learning process (Horsburgh, 2011).

The key role of supplementary materials according to Dash et al (2007) is that they stimulate the interest of the learners in the learning task, imagination of events,

the power of observation and motivation to increase their knowledge. The same authors mention that supplementary materials assist both in the teaching process by reducing meaningless and excessive verbalism on part of the teacher and in the learning process by relating abstract concepts with concrete experiences, by clarifying doubts, etc. In fact, supplementary materials assist in the teachers' role to enable them to manage the content of the book, to modify it, and to tailor it to the specific needs of the learners (Davanellos, 2010).

Types of Supplementary Materials

There is a wide range of supporting materials that EFL teacher can use in their classes. These teaching aids include visuals, audio, audio-visual, realia, etc. According to Gower, Phillips, and Walters (1995), pictures or photographs are visual material which has different advantages in the language classrooms. For example, visuals frequently display the meaning of words in a direct and quick way than verbal explanation; that is, unnecessary teacher talking time is cut down by visuals. This type of supplementary material captures the attention of the learners and aids concentration. Visuals supply variety to a lesson, making it more interesting and making the associated language memorable. Moreover, when visuals such as posters, charts, etc. are permanently displayed, they can contribute to make a stimulating and attractive place in which to work (Gower et al, 1995). In addition, visuals, at the beginning of a lesson, arouse interest and concentrate attention. They elicit language that is already known, illustrate new language items, especially vocabulary items, and create a need for new language which the teacher then satisfies.

Maniruzzaman and Rahman (2008) consider that audio supporting materials are models and devices in which an image of something, somebody, and some situations can be heard. Maniruzzaman et al state that these relatively cheap teaching

aids include recorded materials, radios, and cassettes, among others which can be used in classes by L2 language teachers with a little training. Audio materials allow language teachers to make their teaching methods, techniques, and materials substantially effective and interesting so as to help their learners to have maximum benefit.

Moreover, as Gower et al (1995) state, authentic audio material such as radio recording, songs as well as audio material which accompany course books and EFL materials can be used in the classroom to make students practice their listening skill. Gower et al, furthermore, mentions that a language laboratory or audio active machines can be used by teachers to make learners record and listen to their own voice.

As said by Sherman (2003), video is an excellent resource for opening up the world of English Language. This teaching aid can be used in language teaching to facilitate comprehension of spoken language since it supply with different voices in different situations, with full contextual back-up. Authentic video also supplies with a wide range of linguistic resource of accents, vocabulary, grammar and syntax, and all kind of discourse showing language in most of its uses and contexts. Moreover, video is a window on English-language culture as it gives access to global cultural like products films, displays how people live, think, and behave. Additionally, video is a stimulus or input which can be used for discussions, for writing, and assignments. In fact, “authentic video brings the English-language world to the learner and can be used with pleasure and profit- and very little sweat.” (Sherman, 2003, p. 1-4)

Tuzi (1998) points out that through websites, the Internet can be used by students to carry out various types of activities to learn English. A relevant point to

mention about the Internet is that it is a useful tool which helps to increase and promote the listening skills of the students because they are capable of identifying spoken language. Tuzi, moreover, says that when the Internet is used for listening practice, the learners can hear sounds in order to familiarize with the correct pronunciation. In addition, Soulier (1981) mentions that online resources are helpful to be used in the EFL classes since technology can assist in the lessons of both teachers and students. “Teachers can put together a set of resources through different means, such as a collection of bookmarks organized in a Web page, or through an e-group in an online platform.” (Soulier, 1981, p. 7)

A number of studies have investigated the use of supplementary material in language teaching. These studies have been conducted by linguists, sociolinguistics, psychologists, and teachers to understand the need of using supporting materials to teach EFL and the great benefits they provide. Some of these studies are briefly described below.

Kelsen (2009) conducted a research to explore the use of YouTube as supplementary material with EFL students through surveying student’s attitudes towards using YouTube to study English. This qualitative and quantitative study was conducted at Yuanze University, Taoyuan, Taiwan with a sample of sixty nine-19-21year -old-students from two sophomore conversation classes. The information was collected through surveys and questionnaires. In the research process, at the beginning and the end of the semester, during regular classes, video material from the YouTube website was used to supplement the students’ textbook. After watching the videos, the students were engaged to complete various activities, such as cloze worksheets, split viewing, watch and tell the story, and spark discussions.

In the study, Kelsen concluded that the use of You Tube for learning EFL was for most students interesting, relevant, beneficial, and somewhat motivating in class. With regard to suggestions, the researcher suggests that the use of YouTube should be included to add variety in classroom activities so that students can increase their learning outcomes while learning in a positive classroom environment.

Other study about supplementary material was conducted by, Shu-Mei, Jonas, Hsin, and Ming (2010), in Taiwan. In this experimental research the purpose was to find out if supplementary materials can be adopted to enhance college EFL learners' listening and speaking strategy use. Four sophomore non-English major classes participated in this study. Data were collected through three instruments: (1) pre and post Chinese versions test, (2) pre and post from both groups, and (3) quizzes from EG. In the research process, two groups served as experimental groups (EG) and other two as control groups (CG). Recycling vocabulary, read-aloud, and oral presentation materials were used with EG to supplement the regular textbook.

Shu-Mei, et al (2010) found that the use of supplementary materials in target non-major English listening and speaking classes promoted the language skills of students. The researchers suggest that a great variety of supplement materials should be used to increase learners' learning capacity and to supplement the main course which is used in EFL listening and speaking classes.

In 2011, Hsu conducted a research which took place in a college in Southern Taiwan. The purpose of this research was to determine the extent to which EFL learners' passive vocabulary becomes active vocabulary in a composition class after viewing YouTube video clips. The sample consisted of one hundred one students who had been studying English for about 8 to 9 years, at the low- to high-intermediate proficiency levels. The method of this study was qualitative. The

information was collected through a t-test, ANOVA, and videos for writing topics. The research process involved class lectures in a classroom with a teacher's console commanding a networked computer, a projector, a big screen and an electronic whiteboard.

Hsu's conclusion is that the use of accessible You Tube videos combined with writing tasks is useful to increase English active vocabulary. The researcher suggests that audio visual materials should be provided to consolidate less frequent vocabulary use and to make the writing courses more productive.

Moreover, Hayaty and Mohmedi in 2009 conducted a study at Azad University of Masjed Soleyman, Iran. The purpose of this quantitative research was to know how the use of films with English subtitles helps EFL students improve their listening comprehension. Ninety (90) students, with the average age of 22, majoring in Teaching EFL participated in this research. The information was collected through multiple-choice items and a documentary film. The process of this research lasted 6 weeks in which the students viewed the documentary with English subtitles. To assess listening comprehension rates, six sets of multiple-choice tests were administered at the end of each viewing session.

Hayaty and Mohmedi found that subtitles in English make easier the students' listening comprehension and offer them an opportunity to assimilate visual and auditory input. The researchers suggest that English subtitled educational programs should be included into English language curriculum by curriculum designers, program developers, and educators.

In addition, Chun and Ching, in 2009, conducted a research in a Taiwanese EFL College. The purpose of this action research was to investigate how pictures in contexts help to enhance the low-proficiency EFL college students' reading

comprehension. The number of participants was 95. They were 49 male and 46 female EFL college students of first-year. Data were collected through two reading texts, three pictures, a translation task, and a questionnaire. In this study, the research process involved using the translation task to evaluate the effects of pictures on students' understanding of the texts and using the questionnaire to assess students' viewpoints on the effects of pictures on their reading of the passages.

Chun and Ching concluded that the reading comprehension of the low-level participants was considerably facilitated when the text and the pictures were introduced with the same information. The researchers' suggestion is that both materials developers should include visuals when designing textbooks for EFL college students and teachers should incorporate visuals when designing teaching materials for their low-proficiency learners.

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 | | |
| | Whiteboard | ✓ | |
| Audio | Songs | | |
| | Dialogues | ✓ | |
| | Stories | ✓ | |
| | Tales | | |
| Audiovisual | Videos | | |
| | Movies | | |
| | Documentaries | | |
| Realia | objects (toys, plants, fruits) | | |
| Online | Websites | | |

Authors: Lorena Sinmaleza & Ana Encalada
 Source: 1st, 2nd and 3rd years of senior public high school

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 | | |
| | Whiteboard | ✓ | |
| Audio | Songs | ✓ | |
| | Dialogues | ✓ | |
| | Stories | | |
| | Tales | | |
| Audiovisual | Videos | ✓ | |
| | Movies | | |
| | Documentaries | | |
| Realia | objects (toys, plants, fruits) | | |
| Online | Websites | ✓ | |

Authors: Lorena Sinmaleza & Ana Encalada
 Source: 1st, 2nd and 3rd years of senior private high school

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

| Variable | Indicators | 1st class | | 2nd class | | 3rd class | | 4th class | | 5th class | |
|-------------|-------------------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. |
| 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 | | | | | | | | | | |

Authors: Lorena Sinmaleza & Ana Encalada
Source: 1st year

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

| Variable | Indicators | 1st class | | 2nd class | | 3rd class | | 4th class | | 5th class | |
|-------------|-------------------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. |
| 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 | | | | | | | | | | |

Authors: Lorena Sinmaleza & Ana Encalada
Source: 2nd year

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

| Variable | Indicators | 1st class | | 2nd class | | 3rd class | | 4th class | | 5th class | |
|-------------|-------------------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. |
| 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 | | | | | | | | | | |

Authors: Lorena Sinmaleza & Ana Encalada
Source: 3rd year

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

| Variable | Indicators | 1st class | | 2nd class | | 3rd class | | 4th class | | 5th class | |
|-------------|-------------------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. |
| 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: Lorena Sinmaleza & Ana Encalada
 Source: 1st year

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

| Variable | Indicators | 1st class | | 2nd class | | 3rd class | | 4th class | | 5th class | |
|-------------|-------------------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. |
| 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 | | | | | | | | | | |

Authors: Lorena Sinmaleza & Ana Encalada
Source: 2nd year

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

| Variable | Indicators | 1st class | | 2nd class | | 3rd class | | 4th class | | 5th class | |
|-------------|-------------------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. | Pert. | Appro. |
| 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 | | | | | | | | | | |

Authors: Lorena Sinmaleza & Ana Encalada
Source: 3rd year

Quantitative Tabulation

Chart nine: Frequency of use of supplementary material in 1st year.

| Variable | Indicators | Public | Private |
|-------------|--------------------------------|--------|---------|
| | | f | f |
| Visual | flash cards | | 1 |
| | power point presentations | | 4 |
| | Maps | | |
| | Pictures | | 1 |
| | Charts | | |
| | Handouts | 1 | 1 |
| | Posters | | |
| | word cards | | |
| | Whiteboard | 5 | 1 |
| Audio | Songs | | 1 |
| | Dialogues | 1 | 1 |
| | Stories | | |
| | Tales | | |
| Audiovisual | Videos | | 1 |
| | Movies | | |
| | Documentaries | | |
| Realia | objects (toys, plants, fruits) | | |
| Online | Websites | | 1 |
| Total | | 7 | 12 |

Authors: Lorena Sinmaleza & Ana Encalada

Chart ten: Frequency of use of supplementary material in 2nd year.

| Variable | Indicators | Public | Private |
|-------------|--------------------------------|--------|---------|
| | | f | f |
| Visual | flash cards | | 2 |
| | power point presentations | | 2 |
| | Maps | | |
| | Pictures | | |
| | Charts | | |
| | Handouts | | 1 |
| | Posters | | |
| | word cards | | |
| | Whiteboard | 5 | 3 |
| Audio | Songs | | |
| | Dialogues | 2 | |
| | Stories | 1 | |
| | Tales | | |
| Audiovisual | Videos | | 1 |
| | Movies | | |
| | Documentaries | | |
| Realia | objects (toys, plants, fruits) | | |
| Online | Websites | | |
| Total | | 8 | 9 |

Authors: Lorena Sinmaleza & Ana Encalada

Chart eleven: Frequency of use of supplementary material in 3rd year

| Variable | Indicators | Public | Private |
|-------------|--------------------------------|--------|---------|
| | | f | f |
| Visual | flash cards | | |
| | power point presentations | | 1 |
| | Maps | | |
| | Pictures | | |
| | Charts | | |
| | Handouts | 2 | 1 |
| | Posters | | |
| | word cards | | |
| | Whiteboard | 3 | 4 |
| Audio | Songs | | |
| | Dialogues | | 3 |
| | Stories | | |
| | Tales | | |
| Audiovisual | Videos | | 1 |
| | Movies | | |
| | Documentaries | | |
| Realia | objects (toys, plants, fruits) | | |
| Online | Websites | | |
| Total | | 5 | 10 |

Authors: Lorena Sinmaleza & Ana Encalada

Chart twelve: Frequency of use of supplementary material.

| Years | Public (f) | Private (f) | Total | |
|--------------|------------|-------------|-----------|-------------|
| | | | f | % |
| 1st | 7 | 12 | 19 | 37,26% |
| 2nd | 8 | 9 | 17 | 33.33% |
| 3rd | 5 | 10 | 15 | 29,41% |
| TOTAL | 20 | 31 | 51 | 100% |

Authors: Lorena Sinmaleza & Ana Encalada

Chart thirteen: Frequency of used material in public senior high school.

| Variable | Indicators | 1 st year | 2 nd year | 3 rd year | Total | |
|-------------|--------------------------------|----------------------|----------------------|----------------------|-------|--------|
| | | f | f | f | f | % |
| Visual | flash cards | | | | | |
| | power point presentations | | | | | |
| | maps | | | | | |
| | pictures | | | | | |
| | charts | | | | | |
| | handouts | 1 | | 2 | 3 | 15.06% |
| | poster | | | | | |
| | word cards | | | | | |
| | white board | 5 | 5 | 3 | 13 | 65.26% |
| | songs | | | | | |
| Audio | dialogues | 1 | 2 | | 3 | 15.06% |
| | stories | | 1 | | 1 | 5,02% |
| | tales | | | | | |
| Audiovisual | videos | | | | | |
| | movies | | | | | |
| | documentaries | | | | | |
| Realia | objects (toys, plants, fruits) | | | | | |
| Online | websites | | | | | |
| Total | | 7 | 8 | 5 | 20 | 100% |

Authors: Lorena Sinmaleza & Ana Encalada

Chart fourteen: Frequency of used material in private senior high school.

| Variable | Indicators | 1 st year | 2 nd year | 3 rd year | Total | |
|-------------|--------------------------------|----------------------|----------------------|----------------------|-------|--------|
| | | f | f | f | f | % |
| Visual | flash cards | 1 | 2 | | 3 | 9,67% |
| | power point presentations | 4 | 2 | 1 | 7 | 22,54% |
| | maps | | | | | |
| | pictures | 1 | | | 1 | 3,22% |
| | charts | | | | | |
| | handouts | 1 | 1 | 1 | 3 | 9,67% |
| | poster | | | | | |
| | word cards | | | | | |
| | white board | 1 | 3 | 4 | 8 | 25,80% |
| | songs | 1 | | | 1 | 3,22% |
| Audio | dialogues | 1 | | 3 | 4 | 12,90% |
| | stories | | | | | |
| | tales | | | | | |
| Audiovisual | videos | 1 | 1 | 1 | 3 | 9,67% |
| | movies | | | | | |
| | documentaries | | | | | |
| Realia | objects (toys, plants, fruits) | | | | | |
| Online | websites | 1 | | | 1 | 3,22% |
| Total | | 12 | 9 | 10 | 31 | 100% |

Authors: Lorena Sinmaleza & Ana Encalada

Description, Analysis, and Interpretation of Results

Qualitative Analysis

This section includes the analysis of supplementary materials used in 1st, 2nd, and 3rd years of the two public and private researched high schools. These materials will be described and analyzed in terms of: a) pertinence which refers to the importance of the content of the class; b) appropriateness related to the students' level, understanding, and age; and c) quality which is referred to the design and elaboration of supplementary materials. To do that, a qualitative analysis will be carried out. Furthermore, in this section it will be determined the different learning styles were taken into consideration by all the observed teachers.

Public High School

1st. Year

There were different supporting materials used in the five observed classes in this year. These materials are described and analyzed below.

Whiteboard

In the first observed class in the 1st year, the teacher used the whiteboard for presenting the topic *The silver screen*. The aim of this lesson was to introduce and to practice the use of the present perfect. This visual aid was pertinent because, at the beginning of the class, the teacher wrote some question such as 'Who have been your favorite movies starts?' 'How often have you gone to the movies lately?' These questions written on the whiteboard elicited the students' responses in which they used the present perfect to have a meaningful practice of this grammatical structure. As such, the whiteboard helped the teacher fully accomplish the objective of the lesson, which is to help students understand the way how sentences are structured in present perfect.

It is also necessary to emphasize that the whiteboard was used appropriately because the teacher considered the English level of the students and taught them with short examples which were totally understandable. Using the whiteboard in this manner encouraged the students to pay attention to the lesson and to keep themselves motivated throughout the class.

Regarding quality of the use of the whiteboard, Harmer (20001) suggests that when using it in the language classroom, the teacher's writing should be legible and easy for the learners to decipher. However, it was observed that the quality of whiteboard was not completely good since the teacher's writing was not so neat and big enough for everyone in the classroom to read and decipher as recommended by Harmer. So it made some of the students get a little confused, but the teacher made a great effort to have the learners focus their minds on the lesson.

In the second observed class in which the topic was 'Problems' the teacher used the whiteboard for teaching *Time Clauses* with subordinators such as 'when', 'as soon as', 'before', 'after', and 'until'. This visual aid was pertinent because it helped the teacher to write some concrete examples to show the learners how the new grammatical pattern is used in language production. The whiteboard also allowed the teacher to check the students' participation when they were asked to come to the front of the class to produce their own examples.

An important point to note about the use of the whiteboard is that it was properly used because the teacher considered the students' level, understanding, and age. For example, the teacher wrote on the whiteboard different sentences like I will go after class, she did not eat until now, etc., that were easy for the learners to follow and to understand so that they could produce their own sentences. Moreover, the use of the supporting material stimulated the interest of the learners in the learning task

just as Dash et al (2007) consider. It means that the appropriate use of the whiteboard motivated the students to increase their English knowledge.

Another point to note about the use of the whiteboard is that the teacher used different colors to make the learners differentiate the subordinators, mentioned above, used with time clauses. Moreover, the sentences modeled by the teacher were very organized and well written on the white board, good size handwriting. It, therefore, can be stated that the whiteboard was a tool of good quality.

In the third class observed, the teacher used the whiteboard for introducing the topic *Starting small*. The objective of this lesson was to reinforce the knowledge of the past simple by describing past activities with irregular verbs. This visual aid was pertinent because it helped the teacher to write examples describing past activities and showing the conjugation of irregular verbs. In other words, the whiteboard helped the teacher accomplish the objective of the lesson by setting the context in which the learners reinforced their knowledge of what they learned.

In terms of appropriateness, the teacher took into consideration the students' level, understanding, and age of the learners in order to provide them with adequate examples that made the class more interesting and motivating for every student. Also, it was observed that the whole class was actively involved in making sentences of the structure being reinforced. Something important to comment here is that Dash et al (2007) mention that supplementary materials offer the teachers an opportunity to supplement their work and make the students' learning meaningful, enjoyable, and effective. It then was observed that the appropriate use of the whiteboard contributed to effectively and meaningfully supplementing the teacher work to make the learning process pleasurable for the learners as said by Dash et al.

Regarding quality, the teacher's writing was clearly and legible. The sentences

written on this visual aid were well-distributed to make the language input more productive and significant for the class. In sum, the quality of the whiteboard was good.

In the fourth class observed, the whiteboard was used by the teacher for explaining the topic *First meetings*. The aim of the lesson was to develop awareness of the use of the past continuous. The use of this visual aid was pertinent because it allowed the teacher to model sentences to present the grammatical pattern such as was/were + verb (ing). Using the whiteboard in this manner made the learning experience more concrete for every learner and assisted in the achievement of the aim of the lesson.

In terms of appropriateness, the students were motivated to understand clearly and simple examples in order to do their task properly. To do so, the learners successfully grasped the information of the new grammatical structure written on the whiteboard. Therefore, the whiteboard was used matching the level, understanding, and age of the learners, since at that age it is easy for them to observe and deeply analyze the sentences presented this way.

Referring to the quality of the whiteboard, Gower et al (1995) points out that it is fundamental to use the whiteboard in a very organized manner in order to take the maximum advantage of. In the fourth class observed, the teacher obtained the maximum benefit of using the whiteboard since well-visible and organized sentences were written on this supporting material. This was useful to keep the students' interest in the lesson as well as their participation and interaction among them and with the teacher. It therefore, can be said that using

In the last class observed, the whiteboard was used for presenting the topic *Home sweet home*. The aim of the class was to review vocabulary related to home in

order to make the learners describe their own home. This visual aid was pertinent because it did help the teacher to give information about places and locations. As soon as the vocabulary was written on the whiteboard, the teacher asked the students to use it to write a description of their own house. After that, some of the students volunteered to read their description in front of the class. At this point, it was observed that the use of the whiteboard played a key role in enabling the teacher to accomplish the objective of the lesson.

Regarding appropriateness, although the teacher made the learners focus their minds on the lesson, she first did not give instructions and directions clearly at the time the students were asked to write the description of their home based on the information they saw on the whiteboard. However, the teacher realized that the students did not understand her instructions, and in no time she corrected herself. In spite of this fact, the students were able to do the tasks as it was expected to. Therefore, it can be said that the students' level, understanding, and age were matched in this observed class.

Concerning with quality, the use of the whiteboard help students during the class as a tool of good quality because well-organized examples were written on this supporting material. As suggested by Gower et al (1995), the board should be kept as clear, as straightforward and easy to read as possible. The teacher in this class observed helped the students to pay attention to the English lesson because the information displayed on the whiteboard was straightforward and easy to understand like Gower et al recommend.

Dialogue

During the fourth class observed, apart from using the whiteboard for developing awareness of the past continuous, a dialogue about *First meetings* was

also used by the teacher with the aim of developing and improving the students' speaking and listening skills. This audio aid was pertinent as it helped the students to listen to native speakers to enhance their listening comprehension. In this case, the learners volunteered to answer question about what they heard. The dialogue also was also used to set the context of speaking practice in which the learners talked about first meetings. In short, the teacher used audio material to maintain the students' attention by making them develop different and interesting activities which included listening and speaking practice, answering questions, and doing a filling in exercise using the addressed grammatical structured. The objective of the lesson, as such, was reached.

Another important point to be considered is that the teacher used the supplementary material appropriately because she played the dialogue twice to facilitate the listening comprehension of the learners. After hearing it, they were able to use the information to do an easy filling in exercise on their textbook and to orally answer questions about the main characters of the dialogue. The audio material contained interesting vocabulary that was not difficult for the learners to understand as it matched their level, understanding, and age. It was observed that the learners were delighted and motivated by working with audio material that allowed them to put into practice their listening and their speaking skills.

In terms of design and elaboration of the supplementary material used in this observed class, the quality of the dialogue was very good because it was clear and its speed was adequate for the class. The audio material contributed to attracting the students' interest in the lesson and offered them a rich source of language input. Here it is worth mentioning that Maniruzzaman et al (2008) say that audio supporting materials are models in which an image of something, somebody, and some

situations can be heard. It then was observed that the dialogue used by the teacher was a language model as Maniruzzaman et al state since its good quality made the students to listen to a specific situation in which an image of somebody was created so that they could develop their tasks effectively.

Handouts

On the last class observed in which the topic was *Home sweet home*, aside from the use of the whiteboard to review vocabulary related to home, a handout was given to the class. The aim was to reinforce the knowledge of the 'Present Perfect'. The handout was pertinent because it contained the grammar structure being reinforced and was the basis for creating a story in which the learners used the present perfect. This material assisted in the reinforcement of the present perfect and the achievement of the objective for which it was used.

Moreover, it is good to highlight that the handout was used appropriately since the teacher first explained the students that they had to do the same as a given example. Then, in small groups, they did what it was required. Finally, the students created their own story using the present perfect and their imagination to organize ideas into a logical sequence. The whole class was motivated to work with the handout. As such, it fitted the level, understanding, and age of the learners.

Regarding quality, the handout was clear and interesting; the information on it was given by a clear introduction and finished by a concise summary; the main ideas were easy to identify due to the excellent organization of text; and the plain type writing was neat. The handout also contained a picture that attracted the interest of the students. The good design and elaboration of the supporting material used by the teacher made the learning experience more dynamic and lively for every learner.

Learning Styles

The teacher of the 1st year of public high school took into consideration that some students learn in a different way. Thus, she used the whiteboard, a handout, and a dialogue to encourage the students to learn according to their learning style (in this case those were visual learners, analytic learners, auditory learners, cooperative learners, dynamic learners) through the development of appropriate tasks. However, she did not use kinesthetic, imaginative, creative, or individual learning styles.

The teacher in all the classes used the whiteboard to provide a source of language input for visual and analytic learners. Visual learners are those who like to learn by seeing information, and analytical learners are those who like to analyze grammar structures and rules to correctly use them. Thus, the use of the whiteboard allowed both visual students to absorb a substantial amount of visual information and helped analytical students to engage in analyzing grammatical patterns taught by the teacher.

The teacher also used a dialogue to provide auditory students with a rich source of listening input. Auditory learners were totally engaged in assimilating information to carry out some activities such as filling in information, answering questions, talking about the context of the dialogues, etc. in order to make their learning more enjoyable.

The teacher through the use of handout, the whiteboard, and a dialogue developed different tasks to make cooperative learners get involved in the teaching-learning process. Wright et al (2006) says that cooperative learners like to work with other. In the 1st year of public high school, cooperative learners worked in group and were happy to interact with their classmates. Dynamic learners also were involved in the teaching-learning process. Lefever (2004) mentions that dynamic learners are

those who use what they have learned creatively. These type of learners organized ideas in a logical sequence to creatively make up their own story based on information they saw in a handout.

It is also worth to emphasize that the whiteboard was used appropriately because the teacher considered the English level of students and taught them with short examples which were totally understood. In this case, the teacher used the explanation technique in which according to Harmer (2001), the construction of the language is explained through the use of the board. Using the whiteboard in this manner encouraged the students to pay attention to the lesson and to keep themselves motivated during the whole class.

2nd Year

The different supplementary materials used in this year are described below.

Whiteboard

During the first class observed, the topic of lesson was *Sleepless nights*, and the objective was to introduce quantifiers such as ‘too’, ‘too much’, ‘too many’, etc. The teacher with the help of the board explained to the whole class how to organize sentences incorporating quantifiers. To do this, some examples were written on the whiteboard. These examples enabled the learners to get a deeper knowledge of the new language being taught and allowed the teacher to make sure the information was used correctly when the learners were asked to write their own examples. The use of the whiteboard therefore was pertinent.

Another important point to be noted is that this supplementary material was used appropriately because the teacher took into consideration the level of the students. The words on the board and the examples on it were adequate for the students. This helped the teacher add interest to the class and motivate the students to

correctly used vocabulary related to quantifiers. For example, the students were involved in an activity which consisted in fill in the gaps about things they do or do not do too much. During this activity they checked if the task was done effectively by using the examples on the whiteboard as reference. As the level of students was considered by the teacher, it can be said that their understanding and age were also taken into consideration in this observed class.

In terms of quality, the information written on the whiteboard to introduce the quantifiers was in good and clear handwriting, and it was well- organized. Moreover, a good idea of the teacher was to use markers of different colors with the aim of making the whiteboard an attractive teaching tool. Using the whiteboard in this manner made it a useful supplementary material of good quality.

During the second class observed, the whiteboard was used by the teacher to talk about the topic *Meet the Parents*. The aim of the lesson was to introduce modal verbs such as ‘Should’, ‘Must’, in positive and negative forms. The use of the whiteboard was pertinent because it helped the teacher to explain the grammar structure of modal verbs and the correct use of them when constructing sentences.

Concerning with appropriateness, this visual aid was suitable because it was used considering the level of English of the students, understanding, and age. Simple grammar and short expressions showing the use of the modal verbs were written on the whiteboard. This information was totally understood by the learners so that they could carry out their task without any difficulty. Thus, the students were motivated to learn English.

In terms of quality of the use of the supporting material, the teacher’s writing was neat and the information well-organized. There were essential points on the

board to avoid the students' confusion. The use of the whiteboard helped the teacher maintain the students' attention to the lesson and spark their interest in the class.

In the third class observed the whiteboard was used with the aim of introducing new vocabulary related to the topic *Music*. It was pertinent to use this supplementary material because it allowed the teacher to explain new vocabulary of music; for example, drum, lyrics, instrument, etc. There also was an answer/questions activity illustrated on the whiteboard that required for the learners to volunteer in order to complete it. As such, the objective of teaching vocabulary of music was achieved with the help of the whiteboard.

It is worth saying that the supporting material was used appropriately since it helped the teacher to build on students' existing knowledge of vocabulary related to the activity. That is, this material allowed the teacher to take into consideration the students' level as they were able to understand all the information given. In relation to the age, it was determined that the topic was familiar and interesting for students' active participation. The use of the board definitely helped the teacher explain very clear the new vocabulary with specific and simple information.

With regard to quality of the use of the whiteboard, it was good since the information was well-organized; the new vocabulary was written on one side, and it was there all the time so that students could use the new words to carry out their tasks. In the middle of the board, the teacher wrote some sentences the learners did, highlighting the introduced words to make sure they were including the new vocabulary being learned. The teachers' handwriting was clear and neat. The use of the whiteboard, therefore, was convenient to attract the students' interest in the lesson.

In the fourth class observed, the whiteboard was used by the teacher to present the topic *I Wish!* The objective was to teach the students the use of the verb 'Wish'. The teacher in this observed class explained on the board the correct form of using 'Wish' to express desires. The use of this material was pertinent because it helped the teacher build on students' existing knowledge of vocabulary related to desire in order to offer them an opportunity to express themselves, using model examples which were written on the whiteboard.

It was also observed that this supporting material was used appropriately as the teacher took into consideration the level of the students, their understanding, and age. The teacher guided students in the activities by writing sentences with wish and by formulating questions to be answered. Some of the students wrote their answers on the board to check if they were wrong or right. An important point to comment is that the topic of the lesson was familiar, interesting enough to awaken the learner motivation and participation in the class.

As for quality, the whiteboard was a teaching tool of good quality as the teacher handwriting was clear, and their examples were well-distributed to make the learner focus on the new language form. Moreover, the teacher used markers of two colors to keep students attention to the lesson and to make them feel comfortable to process new information of the verb. In this manner, the use of the whiteboard assisted in the learning and teaching process.

In the last class observed, the whiteboard was used for introducing the topic *Important moments*. The aim of the class was to teach the irregular form of the verb 'Get'. The use of this supporting material was pertinent because it helped the teacher to explain the verb get more effectively by illustrating sentences on the whiteboard. The teacher asked the students to copy these sentences to consolidate their

knowledge of the new language form. By seeing the new information on the whiteboard, the learners completed some sentences on their textbook effectively. It then can be said that the aim of the lesson was achieved with the help of the whiteboard.

It is also essential to say that this visual aid was used appropriately because the teacher wrote simple examples to get the learners to understand the new language form. She also explained the new topic in easily manner to ensure the learning of the class. Moreover, the teacher invited some students to come to the board in order to write their own sentences. Doing this was necessary to increase the students' confidence. The use of the whiteboard in this class allowed the students to enjoy the learning since it matched their level, understanding, and age. Furthermore, the quality of the supporting material was good. The teacher used clear handwriting and she underlined important grammar points which were beneficial to attract the students' attention. When the students put their sentences on the board, the teacher checked one by one and corrected few errors with a marker of color to make the whole class avoid such errors.

Dialogue

In the second class observed, a dialogue was use to present the topic *Meet the Parents*. The objectives of the lesson were to develop and improve the students' speaking, listening, and writing skills. This audio aid was pertinent because there were several conversations that helped the teacher have full attention of the students. The content of the dialogue, moreover, was interesting enough to contribute to developing listening, speaking and writing skills because the learners listened to the conversations, spoke about them, and did an answer/questions activity which was done by writing. The use of the dialogue was, therefore, useful to achieve the

objective of the lesson.

An important point to be considered is that the teacher used this supplementary material appropriately because she played the tape three times, until the students were able to understand all the dialogue in order to do their tasks effectively. While working with the dialogue, they also were motivated to learn English as the audio material had been selected according to their level, understanding, and age.

Another important point to note about the dialogue is its good quality. The speed of it was adequate for the learners; the sound was clear and so did the voices of speakers. The good quality of the dialogue enabled all the students to listen to it properly.

In the fifth class observed the topic was *Important Moments*. The teacher used a dialogue with the aim of introducing the verb 'To get'. The use of this material was pertinent because it helped reinforce the students' knowledge of the verb get and to develop their listening and speaking skills. Therefore, the use of the dialogue allowed the teacher to achieve the objective of the lesson. The teacher, moreover, used this supplementary material appropriately because she played the tape several times until everyone picked up all the information needed to complete a textbook exercise. The dialogue also was used as the basis for conversation in which the students were motivated to talk about since its content fitted their level, understanding, and age.

Regarding the quality of the dialogue, the speed was adequate and the sound clear to help all the students to listen to it properly. This good quality of the material allowed the learners to carefully pay attention to assimilate new information.

Stories

During the third class observed, a story about *Famous Rock and Roll Musicians* was used by the teacher with the aim of developing intensive and

extensive listening skills and developing writing skills. The use of this material was pertinent because it helped the teacher increase the student's listening comprehension by exposing them to a great deal of listening input. This teaching aid also allowed the students to become familiarized with some vocabulary such as strings, tour, album, etc. that they use to practice writing their own story. Thus, the audio material used in this observed class contributed to achieving the aim of the lesson.

It was also observed that the story matched the needs of the class as it had been selected considering the level of the students, their understanding, and age. The story, for example, contained short sentences that the learners understood. Furthermore, the teacher used this teaching aid appropriately. When the class began, she explained the meaning of some words as studio, recording, vocals, and so on. Then, the students listened to the story of a famous band; they had to pay attention to the order of events to complete some exercises. Next, in groups, the students had to write a similar and short story using some expressions heard on the recording. Finally, the learners read their tasks aloud in front of the class.

With regard to quality, the sound of the audio material was clear and so were the voices of the speakers; the speed was also adequate for the learners. This teaching aid, therefore, contributed to providing the learners with a linguistic context in order to maintain their interest in the lesson and their liveliness and enthusiasm to actively and dynamically make them learn English.

Learning Styles

The used of the whiteboard, dialogues and stories for this group, helped the teacher to teach English considering visual, kinesthetic, creative, imaginative, and auditory learners. The students were taught according to their strengths, capacities, abilities, and preferred learning styles. However imaginative, analytic, dynamic,

cooperative and dramatic learners were not considered.

For example, kinaesthetic learners, those who like to engage with activities in which they move a lot (Oxford, 2003), enjoyed learning by manipulating different teaching supplementary materials and by doing tasks involving any kind of movement. It was observed that kinaesthetic learners came to the board to write sentences, answer/ questions; they interacted with their peers by doing their task, etc. Thus, the learning process for these types of learners was enjoyable.

The teacher of second year used a story to make creative learners write a similar story. Wright et al (2006) says that creative learners are students who can use the language in creative ways, even from the beginning. These learners put into practice their ability to create a story using the model given by the teacher. By doing so, the learning of creative students was funny and motivating.

Imaginative learners were also addressed in the 2nd year observed classes. Lefever (2004) says that students who easily share from their past experiences and provide context for learning are known as imaginative learners. These types of students had an opportunity to share from their experience when the teacher made them listen to dialogues and stories because they had to talk about the topic they heard by relating to their existing knowledge. In this way, the learning for imaginative students was interesting.

The use of stories and dialogues, favor English to auditory students. These learners were happy to learn through listening input to improved their listening comprehension and theirs speaking skills since they carried out conversation about what they heard.

3rd. Year

There were different supplementary materials used in this year. These materials are analyzed and described below.

Handouts

In the first class observed in the 3rd year, the teacher used a handout to present the topic *Another culture*. The aim of this lesson was to develop speaking skills and to build up students' awareness of Ecuadorian customs and other countries. The handout included both information of Ecuadorian traditions and ceremonies of other countries. This information was used as the basis for speaking practice in which the students talked about their own as well as foreign cultures. Thus, the handout kept students attention to the learning of cultures, and it developed students speaking skills. Hence, the use of handout was pertinent because it helped the teacher to accomplish the objective of the class.

Moreover, it is good to note that the handout was used appropriately since it provided the student with the vocabulary necessary to discuss about the information given in order to explain their classmates' one specific activity unique in our country, contrasting with one from another place in the world. This task made the whole class to be motivated and interested in the lesson. As such, it fitted the level, understanding and age of the learners.

Regarding quality, the handout was clear and interesting; it was useful to attract the students' attention. The information was organized with an introduction, some paragraphs, and a summary with the most important aspects. The plain type writing was neat. The handout also contained pictures. All of this together made a good design and elaboration of the supporting material used by the teacher, making the learning experience more active and animated for every learner.

During the second class observed, the teacher used a handout for presenting and explaining the topic *Divorce*. The aim was to develop speaking skills and to teach vocabulary related to the topic. The new vocabulary included ‘marital property’, ‘stepfather’, ‘stepson’, and ‘separation’. The handout was applied in a pertinent way because it had been prepared taking into consideration the objectives of the lesson plan. It means that the teacher used the supporting material to teach vocabulary in context and to encourage listening practice. As this material helped the students to think in the foreign language, they reinforced their knowledge of the new vocabulary.

Regarding appropriateness, the handout revealed that the teacher took into consideration the level, age, and understanding of the students before elaborating the material. The information was clear and easy for students to understand, so the learners were capable of discussing the topic easily and showed reinforcement of what they learned. They also were motivated to express and share their ideas more confidently.

In relation to quality, the handout was of adequate size, and the printing was very clear to achieve a better comprehension. This material had images and true, important information that helped the students to maintain their attention to the teaching process.

Whiteboard

In the third class observed, the teacher used the whiteboard to present the topic *Herbal Medicine*. The objective of this lesson was to teach vocabulary related to illness and herbal medicine. This visual aid was pertinent because it helped the teacher write down the new vocabulary such as papaya seeds, dragon’s blood, avocado, etc. and words of specific pains to clearly explain the new words. Thus, the

whiteboard helped the teacher accomplish the objective of the lesson by setting the linguistic context in which learners were taught.

It is also necessary to emphasize that this supplementary material was used appropriately by the teacher, considering the level, understanding, and age of the learners in order to provide them with adequate examples written on the board. As a result, the whole class was motivated to participate actively in class.

Regarding quality, the teacher's writing was clear and legible. The new vocabulary was well distributed on the whiteboard. Summing up, the quality of this teaching material was good enough to make the language input visible for the class.

In the fourth class observed, the whiteboard was used for strengthening the topic *Men and women*. The objective of the lesson was to teach vocabulary in order to describe personality and appearance. The teacher wrote on the top of the whiteboard the topic of the lesson, and on the rest of it she modeled some sentences which included characteristics of physical appearance and some personality traits, such as funny, enthusiast, charming, brave, and so on. By doing this, the teacher explained the meaning of new language and its use. It was observed that the learners used the examples on the board as a model in order to write sentences of their own. In this manner, the use of the whiteboard was pertinent as it took into consideration the content of the class and helped achieve the objective of the lesson.

When students constructed their own sentences, they developed the task successfully; it then was evident that the examples given by the teacher were clear enough to make the students understand them easily. As a result, the use of the whiteboard facilitated the students' understanding of the new vocabulary, captured their attention to English lesson, and matched their level and age.

With respect to quality, the way the teacher used the whiteboard was attractive

and very well-organized. In one side, she wrote the new words and next to each one an example. In all the examples, it was underlined the personality traits to stress the vocabulary being taught. Moreover, the teacher used clear handwriting to make more visible all of the modeled examples.

In the fifth class observed, the whiteboard was used by the teacher to focus on the topic *Sexual Health*. The objective of the lesson was to teach words related to the importance of sexual care. They included ‘commitment, pregnancy, and hormone’. It is important to mention that this supporting material was used in a pertinent way because it allowed the teacher to capture the students ‘attention and interest in the lesson. On the whiteboard, for example, were written the topic of the lesson and answers to questions of an activity that students develop on their textbook. It helped both clarify the word that students learned and build on students’ existing knowledge of vocabulary related to sexual health.

It is also important to stress that the use of this supplementary material was appropriate because a concise and clear explanation was given. It was, moreover, observed that the topic had been chosen according to the students’ age. The use of the whiteboard motivated the students to keep attention to the subject as it fulfilled their needs.

Regarding quality, the teacher used clear handwriting and made an excellent use and distribution of the whiteboard. It, therefore, can be said that the whiteboard was a useful teaching tool.

Learning Styles

The teacher in the third year of public high school took into consideration only two different learning styles to promote a learning experience to the whole

class. The use of the whiteboard and handout involved visual and analytical learning styles. Every other learning style was not exploited this time.

Handouts and the whiteboard were the supplementary materials used for teaching visual learners. Oxford (2003) says that these kinds of learners learn by absorbing a significant amount of visual stimulation. In the observed classes, visual learners definitely enjoyed absorbing the language of a handout that they read to increase their knowledge of the topics they learned. Likewise, they were interested in retaining visual information written on the whiteboard. Thus, both the handouts and the whiteboard helped visual learner to maintain their attention to the teaching-learning process.

In addition, the use of whiteboard allowed the teacher to teach English to analytical learners. As known, analytic learners are those who like to analyze grammar structures and rules to correctly use them. In the 3rd year of public high school analytic learners were engaged in analyzing grammatical structure that were written on the whiteboard in order to teach them a new language form.

Private High School

There were a variety of supplementary materials used in private high school which are described and analyzed below.

1st year

Power point presentation

During the first class observed, the teacher used power point presentations to introduce the topic *Modal Verbs*. The aim of this lesson was to teach the correct use of the modal 'Should'. The slides contained sentences showing how the modal 'should' is used in language production. These examples helped the teacher to quickly make the learners get familiar with the topic, and allowed him to give them a

complete explanation of the new language form being learned. After the visual material was presented to the class, the students had to create their own sentences using the examples in the model. The teacher with the help of the power point presentation offered the learners good guidance to clarify the use of the modal 'Should' and to reinforce the knowledge of it. In short, the visual material used in this class was pertinent because it helped the teacher to create an interesting classroom atmosphere and to achieve the objective of the lesson.

It is important to mention that the power point presentations were used appropriately because they contained short and simple sentences with vocabulary already known by the learners. Furthermore, this type of supplementary material encouraged the students to learn English, to pay attention throughout the class, and to express themselves more confidently. It, hence, can be said that the power point presentation tailored to the level, understanding, and age of the learners, making them learn the lesson easily.

In terms of design and elaboration, the quality of the power point presentations was neat, clear, visible, and easy to be seen by everyone in the classroom. The design of the slides moreover contained full color graphics which livened up the classroom atmosphere. Summing up, this visual aid helped the teacher to awaken the learners' curiosity in the lesson and provided an attractive and enjoyable environment in which the class was developed successfully.

Power point presentations were also used in the second class observed for presenting the topic *Regular and Irregular Verbs*. The objectives of the lesson were to teach 'Irregular verbs and to teach differences between Regular and Irregular verbs'. This visual aid was pertinent because the power point presentations contained some illustrations of people who represented an action that the teacher used to

construct sentences in which she showed how irregular and regular verbs are conjugated when they are used to talk about past actions. The visual material used in this class played a key role in helping the learners practice making their own sentences using a list of ten verbs of the new grammatical structure taught so that they could reinforce what they learned. In this manner, the aim of the lesson was achieved through the use of the power point presentations.

It is also essential to note that this supplementary material was used appropriately because the teacher took into consideration important aspects such as the level of the students, their understanding, and their age. This was reflected in the students' motivation to construct their own examples by using short and easy sentences modeled by the teacher. As the power point presentations matched the needs of the class, they helped the teacher make the class more interesting and attractive for the learners.

Regarding quality, the design of the power point presentations was clear, attractive; they included colorful pictures which captured the students' attention to the lesson and made them show interest in learning English. The high quality of the slides offered a rich source of language input that encouraged the learners to willingly use it.

During the third class observed, the teacher used power point presentations with the aim of introducing the topic *Future tense*. The objective of the class was to teach the auxiliaries 'Going To' and 'Will'. This visual material was pertinent because the information included in the presentations was selected according to the topic. That is, the teacher introduced the topic explaining the grammatical structure by showing examples of each auxiliary in order to both help the students get familiar with the topic easily and teach them in which situations 'Going To' and 'Will' are

used. Moreover, the use of the power point presentations helped the teacher accomplish the aim of the lesson since the learners were absolutely involved in creating examples on their own by assimilating information displayed on the slides.

Concerning with appropriateness, the examples used as a model were very clear and easy for the students to understand so they could acquire knowledge of what they learned. It means that this supplementary material was used appropriately because the development of the class proved that the understanding, age and level of the students were taken into consideration through the use of power point presentations which contained sentences tailored to the whole class. As a result, the learners were highly motivated to learn English.

The quality of the power point presentations was high because the teacher had designed the presentations by using clear and visible writing; the size of this material was big enough to be seen by all the students. Therefore, this visual material enabled the teacher to make the class more attractive and interesting for the learners.

In the fourth class observed, the topic was *Simple Past* and power point presentations were used with the aim of teaching the auxiliary 'Did' and to develop speaking skills. The use of this supporting material was pertinent because it contained illustrations and examples in simple past that were the basis for the teacher' explanation of the new grammatical structure. Also, the visual material was used for setting the linguistic speaking context in which the learners were asked to answer questions about some past activities. In this manner, the power point presentations allowed the learners to practice what they learned and assisted in the achievement of the objective of the lesson.

Regarding appropriateness, the use of this supporting material was suitable for the students' needs because the sentences used for the explanation were very clear and

understandable enough to facilitate the learning of the new grammatical structure being taught. As such, the students were able to understand the topic and develop their tasks in an effective and motivating way.

Concerning with quality, the power point presentations kept the students' interest in the lesson due to the good and attractive design of the slides. That is, this material included some full color graphics and legible sentences which helped the teacher to make the learning experience more dynamic and lively for every learner.

Flash cards

In the fourth class observed, aside from using power point presentations, the teacher used flash cards to keep on teaching both the *Simple Past* and developing speaking skills. This visual material contained information of the simple past that help the students get more involved in acquiring knowledge of such language. As this material was effectively used for complementing the sequence of the lesson (which began with power point presentation), it was relevant to the content of the class.

With regard to appropriateness, the information shown on the flash cards was suitable for the student's level, understanding, and age. It means that the learners assimilated and increased knowledge of the simple past in an easy way. It is also important to mention that Davanellos (2010) says that supplementary materials give an extra task assumed to be more motivating, more effective, and more memorable for the learners. It was observed that in this class the teacher used supplementary material to provide the learners with extra tasks in order to effectively motivate them and to make their learning more memorable as commented by Davanellos. As such, the learners enjoy learning with flash cards.

Concerning with quality, the flashcards were colorful, neat, and clean. It was evident that the flash cards had been elaborated upon the time because they contained real photos and clear handwriting; they were in excellent conditions, well-designed and above all very well-preserved. As a result, this material helped the teacher to maintain the students' attention to the lesson and to spark their interest in the class.

Pictures

During the fifth class observed, pictures were used in a meaningful and sequential way by the teacher in order to make the student's minds focus on the topic *Future Tense*. The objectives of the lesson were to learn the use of the auxiliaries 'Will' and 'Won't' and to reinforce speaking skills. The pictures used in this class contributed directly to the aim of the lesson because they contained clear actions of people who were assumed to be planning something for the future. In other words, this visual material was used for giving the students examples showing the use of 'Will' and 'Won't'. These examples encouraged the students to construct three examples using the model given by the teacher and using the information they saw on the pictures. Moreover, the students spoke about their future plans. In this speaking practice, the learner used the information of the pictures as a point of reference.

It is worth saying that the pictures were used appropriately because they matched the students' level, understanding, and age. For example, this visual material allowed the teacher to model short and easy examples which were understood and used by the learners to create their own examples. Furthermore, the pictures allowed the teacher to set the speaking context in which the learners expressed themselves with liveliness and motivation.

In terms of quality, the teacher used big and colorful pictures taken from magazines which were useful to attract the students' attention and to provide them with a great language input that facilitated their learning process. It then can be said that the quality of the pictures was good.

Handouts

During the second class observed, apart from using power point presentation, the teacher also used a handout to reinforce the students' knowledge of *Regular and Irregular Verbs*. In this case, the handout was given to the students to make them fill in sentences with the correct use of regular and irregular verbs. The use of this material was pertinent because it had been prepared taking into consideration the content of the lesson. Therefore, the handout helped the students reinforce their knowledge of the grammatical structure they learned and allowed the teacher to add variety to the lesson.

It is important to remark that the handout was used appropriately because the examples to be filled in were tailored to the level, understanding, and age of the students. That is, the sentences were simple and short for the learners to understand. As a result, the whole class felt motivated and showed interest in completing the task effectively.

Regarding quality, the handout was well-designed; the size of the letter and the color were appropriate so that the learners could read easily. The good elaboration of the handout attracted the learners' attention to the lesson and helped the teacher to make the learners work enthusiastically and actively.

Whiteboard

During the fifth class observed, apart from using pictures, the teacher used the whiteboard to consolidate the students' knowledge of the auxiliaries *Will, Won't* and

to reinforce speaking skills. The use of this teaching aid was pertinent because the teacher wrote some examples in affirmative and negative to give a brief explanation about the correct use of the auxiliaries 'Will' and 'Won't'. By using the model in the whiteboard, the learners were asked to create examples in the same exact way the teacher did. As the learners carried this task as it was required, the objective of the lesson was totally accomplished.

It is also important to mention that the whiteboard was used appropriately since the examples written on it were easy for the learners to understand. It also was observed that when assimilating information seen on the whiteboard, the students were so much motivated to use such information to practice making their own sentences. Therefore, level, understanding and age of the learners were taken into consideration in this observed class.

With regard to quality, the teacher used clear handwriting with three different colors in order to make easier for the students to distinguish the correct use of the auxiliaries 'Will' and 'Won't'. Using the whiteboard in this manner, moreover, made the students feel comfortable to process information and to focus their mind on learning as much as they could. Based on this evidence, it can be said that the whiteboard was a teaching tool of good quality.

Songs

During the third class observed, aside from using power point presentations, the teacher used a song to keep on teaching the auxiliary *Going to*. This audio material was pertinent because the lyrics of the song contained the new grammatical structure being taught. However, the use of his teaching aid was not appropriate because the song was not tailored to the class. It means that although the context of the song was simple for the learner to understand, it was a childlike song which made

the students start making jokes and bother to each other. For this reason, it can be mentioned that the level of the students and understanding was taken into consideration but not their age.

As for quality, the lyric of the song was clear throughout, but the speed was not adequate for the learners. This teaching aid, consequently, did not contribute to provide the learners with a linguistic context as they expected to. In fact, it was observed that the students wanted the teacher to finish the class right away since they got bored.

Dialogue

During the fourth class observed, just to remember, the teacher used power point presentations and flash cards to teach the *Simple Past*. An additional material used for teaching the 'Simple Past' in this class was a dialogue. Moreover, this audio material was used for promoting speaking skills. Regarding pertinence, the use of this supporting material was relevant to the content and objective of the class because the context of the dialogue was in past time and it was spoken by native speakers. This helped the teacher to maintain the students' attention to what the speaker talked about. Once the dialogue was played the teacher asked some questions about the content to elicit the students' response using the simple past. They also were asked to give their opinions about the context of the dialogue. In this manner, this audio material was useful to evaluate the students' comprehension and to make them practice their speaking skills. As such, the objective of the lesson was achieved.

As appropriateness, it was observed that the students' attitude toward the lesson was affected positively by the dialogue because it was tailored to the students' level, understanding, and age. The dialogue, for example, contained vocabulary that

students were capable of understanding. So the learners' participation in the class was encouraged while working with audio material.

An important point to note about the dialogue is its good quality. The audio material was clear, identifiable, and its speed was adequate for the learners. All of this generated the students' liveliness and enthusiasm to actively and dynamically learn English in an environment with a reach source of language input.

Videos

It was already mentioned that during the first class observed, the teacher used power point presentations to introduce the topic *Modal Verbs* and to teach the correct use of the modal 'Should'. An additional material used in this observed class was a short video that was watched by the learners with the aim of reinforcing the knowledge of the modal 'Should'. The use of this audiovisual aid was pertinent because it provided the students with important information about the consequences of not eating healthy food and not practicing any sports. In other words, the video contained information about what a person should and not do. The visual input in this case not also showed some people eating healthy food and practicing sports in family, but also, there were images of sick people as a consequence of eating unhealthy food and not practicing any sport. The context of this visual aid helped the teacher to increase the knowledge of the modal 'Should' since it had been selected taking into account the content and the objectives of the lesson.

It was also observed that this audiovisual aid was appropriate for the students' level, understanding, and age because in contained simple vocabulary and language forms already known by the learners. Furthermore, the modal 'Should' was fully identified in the video. It is worth remarking that Harmer (2001) says that the students' interest and motivation is increased when they have an opportunity to see

and hear language in use through video material. It then was observed that when the video was played, the learners were motivated by seeing and hearing language in used as stated by Harmer. Thus, learning English with audio-visual material was motivating and memorable for the whole class.

In terms of quality, the visual input of the video was clear, colorful, and its speed was adequate for the learners. This good quality of the material allowed the learners to carefully pay attention to assimilate visual information.

Websites

In the third class observed in which the topic was *Future Tense*, the teacher used three supporting materials, namely power point presentations, a song, and a website. The website in this class was used for evaluating the students' knowledge of 'Going To' and 'Will'. The website used was 'www.saberingles.com'. By using this supporting material, the learners develop a filling in exercise to demonstrate what they learned throughout the class. This online material was pertinent because the page was related to the content of the lesson, and it helped the teacher add variety to the teaching process.

However, this supplementary material was not used appropriately because at the beginning the learners were interested in using the website to satisfy their curiosity for other things. Besides, during the development of the test, they got bored due to they had to take it in turns to use the computer since there were not enough of them. The students began to talk to each other and lost attention to the class. Consequently, the needs of the students were not met by the use of the website.

Regarding quality, the website used in this observed class in one designed specifically to learn English through different activities. Thus, it was very interesting, colorful, and of high quality.

Learning Styles

An important point to note about learning styles is that in the 1st year of private high school, the teacher planned different learning activities with the help of power point presentations, flash cards, the whiteboard, a dialogue, a song, a video, and websites that encouraged auditory, analytic, kinesthetic, and visual learners to increase knowledge according to their learning preference.

Oxford (2003) defines learning styles as strategies used by students when learning a new language. The same author classifies learning styles in visual, auditory, and kinesthetic. Visual students like to read and absorb a substantial amount of visual stimulation. Auditory learners benefit from lectures, conversations, and spoken directions. Auditory learners are, hence, happy to interact in classroom through role-plays and similar activities. Kinesthetic students like to engage with activities in which they move a lot. It is enjoyable for kinesthetic learners to work with tangible objects, collages, and flash cards as well to move around the class rather than sitting at a desk for a long time.

In the following part of the qualitative analysis all of the supplementary material used in the 2nd year of private high school will be described and analyzed.

2nd year

Flash cards

In the second class observed, the teacher used flashcards for introducing the topic *So, Too, Neither and Either*. The objective of the lesson was to teach the use of 'So', 'Too', 'Neither', and 'Either'. This visual material helped the teacher to maintain the students' attention and sparked their interest because the flash cards illustrated people who were supposed to be expressing statements of agreement and disagreement. It means that this material was presented one by one to give the

learners several examples which showed the use of 'So', 'Too', 'Neither', and 'Either'. In this manner, the flash cards helped the learners to get involved in the process of learning as they used as a model the sentences given by the teacher to construct their own examples. Since the development of the class was successful and the objective was achieved, it was observed that the use of this material was pertinent to the class.

This supplementary material was used appropriately because it was selected according to the level of English of the students, understanding, and age. It was observed that the flash cards were very useful for the students due to the fact that the visual material helped them get a better understanding of the topic and maintain their attention to the lesson during the entire class. Using clear, short and easy examples modeled by the teacher with the help of flash cards, the learners were motivated to practice making their own sentences by making use of 'So', 'Too', 'Neither', and 'Either'. In short, the learners developed their task successfully.

Regarding the quality, the flash cards were attractive, colorful, and neat. The good quality of the flash cards helped the teacher arouse the student's interest and make them focus their minds on assimilating new information in order to increase their knowledge of what they learned.

During the fourth class observed, flash cards were used by the teacher for presenting and explaining the topic *Past Tense*. The objectives of the lesson were to promote speaking skills and to teach the auxiliary 'Did' as well as time expressions used for referring to past activities. They included 'last night, week, month, and year'. Regarding pertinence, the use of the supporting material was useful due to it was applied according to the content and objectives of the class. That is, the flashcards illustrated attractive images of people, things, and places that the teacher

pointed at to set a grammatical pattern to be used by the learners in order to construct their own examples. For speaking practice, the teacher showed the students some flash cards and asked the students to describe them. Based on the information the learners saw on visual material, they used what they learned for practicing their speaking. As such, the flash cards helped the teacher accomplish the aim of the lesson, maintain the students' attention, and sparked their interest in the lesson.

The supplementary material was used appropriately due to the level of English of the learners was considered; it was observed through the participation of the students during the class. For example, the teacher asked some questions about an activity that they had done the day before the class, and the students answered properly using what was being taught and above all, they applied the grammatical structure accurately. Moreover, the students' understanding was strengthened when they asked for clarification about something that was not clear. In this manner, the students got engaged themselves in the lesson and were highly motivated to learn with flash cards.

In relation to the quality, the flash cards contained a plastic coverage; they were big enough to be seen by all the students; its colors were attractive; and the presentation was very neat and clear. As a result, the students enjoyed using visual material that allowed the teacher to create an attractive classroom atmosphere.

Power point presentations

In the third class observed, the teacher used power point presentations with the aim of introducing the topic *Future Tense*. The objectives of the lesson were to know the correct use of 'Be going to' and 'Present Continuous'. Some slides which illustrated people representing both present and future actions were used in this class. In terms of pertinence, the use of this visual material was pertinent to the content and

objectives of the class because the power point presentations enabled the students to learn the new topic correctly and to increase their knowledge by creating and constructing their own examples based on a modeled set by the teacher. The learners also used the slides to do a written summary of what they learned. Summing up, the power point presentations helped the teacher to achieve the objective of the class.

It is important to mention that the visual material was appropriately used because it was observed that the level, understanding, and age of the learners were considered by the teacher before preparing the slides. That is, the vocabulary and the statements used by the teacher to model examples (using the flash cards to do so) were easy for the students to understand. As the learners picked the new language easily, they used 'Be going to' and the 'Present Continuous' effectively.

Regarding quality, the power point presentations were clear, neat, and visible for everyone in the classroom. It was evident that the teacher put special attention to the design of each slide because some elements such as the type of the letter, the graphics and the background were very attractive for the learners. The visual material awakened the students' curiosity, their concentration, and interest in learning. The students, therefore, enjoyed the lesson and participated with enthusiasm in the class.

In the last class observed, the teacher used power point presentations with the aim of explaining the topic *Modal Verbs*. The objectives of the lesson were to teach the classification and the correct use of modal verbs. The presentations contained a brief and concise explanation about the concept of the modals verbs, its classification, some rules to use them correctly, and examples of modal verbs clarifying such usage. The use of visual aid was pertinent because the explanation included in the power point presentation aided the learners' concentration to the new topic; the examples given demonstrated real life actions which really need a piece of

advice, suggestions or permissions to do something. All of this contributed directly to fulfilling the objectives of the lesson.

In terms of appropriateness, the material was used appropriately because the teacher showed the power point presentations which included a simple explanation and classification 'Modal Verbs' that facilitated the learning understanding so that they could use such verbs in language production. It then can be said that the learners were highly motivated as the visual material got them connected to interact with each other and the teacher as well.

With respect to quality, the graphics included in the power point presentations were big, attractive, and colorful. It was clear the teacher through the elaboration of the slides had taken into consideration the background, the size, the color and, type of the letter in order to attract the learners' attention to the lesson. The visual material used in this observed class helped the teacher liven up the atmosphere of the classroom, making it more lively, interesting, and attractive for the process of learning English.

Handouts

During the fourth class observed, in addition to using flash cards for presenting and explaining the topic *Past Tense* and for teaching the auxiliary 'Did' as well as for teaching time expressions used for referring to past activities, which included 'last night, week, month, and year', a handout was used with the aim of evaluating the student's understanding and comprehension of the new language forms. The handout was applied in a pertinent way because it had been prepared taking into consideration the objectives and the content of the lesson. It means that the teacher used the handout during the development of the class in which the students had to fill in blanks using the verb in past tense correctly. This material

helped the teacher reinforce the students' knowledge of the past tense, sparked the students' attention to the class, and assisted in the achievement of the objectives of the lesson.

Regarding appropriateness, the handout revealed that the teacher took into consideration the level, age, and understanding of the students before elaborating the material since the sentences on the supplementary material were short, clear, and easy for the students to understand. Therefore, the learners were capable of completing the assignment easily and showed reinforcement of what they learned.

In relation to the quality, the handout was of adequate size and the printing was very clear to make the students develop their task effectively. The use of this excellent material assisted in awakening the students' interest and allowed the teacher make the teaching process funny and attractive for the whole class.

Whiteboard

In the first class observed, the whiteboard was used to focus on the topic *Present Perfect*. The objective of the lesson was to teach the correct use of this tense. As soon as the class began, the teacher wrote the title of the lesson on the top of the whiteboard and illustrated on the rest of the board some examples to explain how the present perfect is constructed and how it is used.

It was effective because this material helped the teacher to carry out the objectives of the lesson which were according to the content of the unit.

It is useful to emphasize that this supplementary material was appropriately used since the examples given were very practical and easy to understand; the explanation of such examples was brief, clear, and without any confusion. During the entire class the learners felt encouraged to learn, showing interest in the lesson and attention to the explanation of the new grammatical structure. Hence, the level of

English, understanding, and age of the students were taken into consideration by using the whiteboard.

Regarding quality of the whiteboard, clear handwriting with two different colors was applied to help the students distinguish and differentiate the auxiliary 'Have' and the 'Past Participle' used in the construction of the present perfect. The teacher also made an adequate distribution of the grammatical pattern and the examples written on the whiteboard. The use of this material helped the teacher attract and maintain the students' attention to the lesson, specifically when she explained the new grammar by using markers of different color.

In the second class observed, apart from using flash cards, the whiteboard was used for strengthening the topic *So, Too, Neither and Either*. The objective of the lesson was to teach the correct use of 'So', 'Too', 'Neither', and 'Either'. The teacher wrote the theme on the top of the board and some examples on the rest of it to explain and analyze the use of the new language forms. It was observed that the learners used the examples on the board as a model in order to write four sentences of their own. In this manner, the use of the whiteboard was pertinent as it took into consideration the content of the class and helped achieve the objective of the lesson.

This supplementary material was used appropriately because practical examples and clear grammatical structures were written on it to explain the grammar better and to capture the learners' attention during the entire class. When the students constructed sentences of their own, they developed the task successfully; it then was evident that the examples given by the teacher were clear enough to make the students understand them easily. As a result, the use of the whiteboard facilitated the students' understanding of the new grammatical structure and kept them motivated to learn English.

With respect to the quality, the way the teacher used the whiteboard was attractive and very well-organized since she divided it in two parts with a vertical line. In the left side she wrote the explanation of grammatical patterns in blue color, and in the right side only examples using two different colors specifically to emphasize what was being taught were written. Moreover, the teacher used clear handwriting, making emphasis with markers of different color to clarify the use of ‘too’, ‘so’, ‘either and neither’.

In the fourth class observed, in addition to using flash cards and handouts, the whiteboard was used by the teacher to reinforce the topic *Past Tense*. The objectives of the lesson were to develop speaking skills and to teach the use of the auxiliary ‘Did’ as well as to teach time expressions used for referring to past activities. They included ‘last night, week, month, and year’. It is important to mention that this visual material was used in a pertinent way because it helped the teacher capture the students’ attention and interest specially when she wrote examples of past actions to demonstrate the use of the auxiliary ‘Did’. The teacher asked the learners to pay attention to the explanation because as soon as the teacher finished writing the examples, the students had to come to the front of the class to write two examples from their own on the whiteboard using the model given. As mentioned above, in the fourth observed class there were three objectives set by the teacher; she used three different supplementary materials, already described earlier, for accomplishing such objectives. In this case, the whiteboard was one of the supporting materials that helped the teacher to achieve the two set objectives.

It is also important to stress that the use of this supplementary material was appropriate because concise and clear explanation as well as easy examples were written on the whiteboard. The examples motivated the learners to participate in class

and made the lesson easier for the learners. As such, the use of the whiteboard fulfilled the learners' need and matched their level, understanding, and age.

Regarding quality, the teacher used clear handwriting and made an excellent distribution of the whiteboard, showing organization and clarity of the sentences and explanation given on this material. It then can be said that the whiteboard was a useful teaching tool.

Videos

In the third class observed in which the topic was *Future Tense*, apart from the use of power point presentations, the teacher used a video about a girl who was going to do her daily activities in order to reinforce the students' knowledge of 'Be going to' and 'Present Continuous. In this case, the teacher played a video which lasted around seven to nine minutes. After that, the students were asked to write a brief summary of what they had seen. This task required the use of 'Be going to' and 'Present Continuous. The use of this audio-visual material was pertinent to the class because there were situations in which people expressed future tense using the present continuous (going to). It, therefore, was clear that the content and objectives of the lesson had been considered by the teacher when selecting the video and preparing the class.

It was also observed that this audio-visual aid contributed to the learning process appropriately since it matched the level of the students, their age, and their comprehension. The content of the video helped the students get immersed in the lesson in which they enjoyed learning English.

In relation to the quality, the video had clear sound, the volume was loud, and its speed was adequate for the learners. The good quality of the video captured the students' attention.

Learning Styles

During the observations, the teacher used flashcards, handouts, whiteboard, and videos. They contribute effectively to imaginative, analytic, dynamic, visual, and auditory learners.

Lefever (2004) says that the different learning styles contribute to the learning process so that each student can feel free to identify with a specific and preferred learner preference. Imaginative learners are those who easily share from their past experience and provide a context for learning. Analytic learners are those who expect something new to be taught in every lesson. And dynamic learners are those who use what they have learned creatively. It was observed that the different learning styles mentioned by Lefever were taken into consideration by the 2nd year English teacher. She, for example, used more than one material to fit the different learning styles of the students. It means that during the five observed classes in the 2nd year, the teacher used visual aids such as flash cards, power point presentations, the whiteboard, and handouts which were very useful to enhance the teaching-learning process and to capture the attention of imaginative, analytic, and dynamic, as well as visual learners; that is students learning by assimilating visual input.

The supplementary materials used in the third year of senior high school will be described and analyzed below.

3rd year

Power Point presentations

This supplementary material was used during the first class observed. The topic of the class was *Comparative and Superlative Forms*. The objectives of the lesson were to teach the correct use and construction of comparatives and superlatives. First of all, the teacher used the presentations to give a brief explanation

about the comparative form using three examples as a model. Then, she explained the superlative form using the same pattern. After the visual material was presented to the learners, the teacher asked the students to write similar examples during five minutes. The pertinence of the use of this supplementary material was evident because the learners were involved in practicing the construction of superlative and comparative forms. Therefore, the power point presentations were used according to the content of the class so that the teacher could reach the objective of the lesson.

The examples modeled by the teacher were appropriate for the level of the students in order to make them spark their interest in the lesson and to pay attention during the class. For example, the teacher used this sentence ‘Mary is tall’. ‘Mary is taller than her brother’. In this manner, she explained the necessary rules to form the comparative. In the same way, the teacher explained the construction of superlatives. As the learners understood the new grammatical structure, they were able to construct their own sentences successfully. The use of this material helped the students to quickly get involved in the process of learning and to engage with the class. It then can be said that this material was appropriate for their level, understanding, and age.

The quality of the power point presentations was good because they were neat, clear, and big enough to be seen by the learners. The teacher had included animated graphics which helped capture the students’ attention to the class; moreover, the type and size of letter were visible for everyone in the classroom.

Handouts

During the second class observed, the teacher used a handout with the aim of introducing the topic *Reported Speech*. The objective of the lesson was to report ancient beliefs correctly. The use of the handout was pertinent because in a part of

the handout there were examples of reported speech in all tenses that helped the teacher give a better explanation of the topic. Here are some of these examples.

Direct speech: 1) He said, "I live in Tokyo"; 2) He said, "I am cooking dinner"; 3) He said, "I have visited Paris twice". Indirect speech: 1) He said he lived in Tokyo; 2) He said he was cooking dinner; 3) He said he had visited Paris twice. In this way, the teacher could explain grammar easily. In another part of the handout, there was a reading about ancient beliefs that the students had to read to filling in blanks using indirect speech correctly. Most of the students completed the task. As a result the objective of the lesson was achieved successfully.

It is necessary to mention that this material was used appropriately because the sentences used as a model were short, clear, and understandable. Therefore, the needs, age, and understanding of the learners had been considered before elaborating the material.

In terms of quality of the handout, the size and the type of the letter were attractive for the learners since the teacher had used two colors for printing. It was observed that the students were fascinated to work with the handout. As a result, the use of this material helped to maintain the students' attention during the class.

Whiteboard

In the same class observed mentioned above, apart from the handout, the teacher used the whiteboard with the aim of reinforcing the topic *Reported Speech*. The use of the whiteboard was pertinent because it helped the teacher to capture the students' attention and interest, specifically when she explained the grammar structure effectively. Moreover, to reinforce the knowledge of the new structure, the teacher wrote sentences in direct speech and asked the learners to orally change it

into indirect speech. Thus, during the development of the class, the use of the whiteboard allowed the teacher to succeed in achieving the objectives of the class.

As for appropriateness, it is useful to emphasize that this supplementary material was used according to the level of the students, understanding, and age since the examples written on the whiteboard were easy for the learners to understand. It was observed that the use of the whiteboard encouraged the students to learn English.

With regard to quality, the teacher used clear handwriting with two different colors so that the students could read clearly and without any confusion. Also, she took advantage of using this material since the distribution of examples written on the whiteboard was well-organized. So it can be said that through the use of this supplementary material, the teacher achieved a significant and effective teaching process.

During the third class observed, the whiteboard was used by the teacher to introduce the topic *First Conditional: If + Present Simple*. The objective of the lesson was to teach the correct use of this conditional in affirmative and negative form. The use of the whiteboard was pertinent because the teacher wrote the title of the lesson on the top of the board, gave a complete explanation about the use of first conditional, specifically with If + Present Simple, writing some examples that the learners used as a model in order to write their own sentences. The objective of the lesson was in this way achieved with the help of the whiteboard.

In relation to appropriateness, the examples written on the whiteboard were according to the level of the students, understanding, and age since they contained vocabulary already known by them that facilitated the understanding of the new grammar structure being taught. It was also observed that the learners were motivated to learn by assimilating information written on the whiteboard.

Regarding quality, the teacher's writing was clear and legible, and the whiteboard was used in an organized-manner. For example on top of the board the teacher wrote the topic, on the left side she gave the explanation of the new grammatical structure using two different colors, and on the right side, the students wrote their own examples.

On the fourth class observed in which the topic was *Passive Voice in Past tense*, the whiteboard was use with the aim of teaching the construction of passive voice. The use of the whiteboard was pertinent because the teacher wrote the topic on the top of the board and gave an explanation of the new topic by writing some examples which were in active and passive voice. That is, the teacher first wrote sentences in active voice; then, she changed such sentences into passive voice. These examples were used by the learners as a reference to create their own examples. Using the whiteboard in this manner helped the teacher achieve the aim of the lesson.

It was also observed that this visual aid was used appropriately because the teacher took into consideration the level of the students, their age, and their understanding. It means that the examples modeled and written on the whiteboard were easy for the class to understand. As the learners understood the class, their interest and participation in the class was evident.

Regarding quality of the whiteboard, the teacher's writing was clear and neat. It was convenient to attract the students' interest. Furthermore, she used two markers of different colors to capture the students' attention to the lesson and to emphasize the construction of the passive voice.

In the last class observed, the whiteboard was used to focus on the topic *Passive Voice in Present Perfect*. The objective of the lesson was to teach the correct use of passive voice in Present Perfect. In this class, the teacher used the whiteboard

to write some examples in active voice and then she changed them into passive voice. When the teacher did it, most of the students showed concentration and carefully paid attention to the explanation of the teacher. They also were asked to complete some examples on their book by using the model written on the whiteboard. Thus, the use of this visual material was pertinent because the objective of the lesson was reached successfully.

The whiteboard was used appropriately since the examples given were according to level of the learners, understanding, and age. It then was observed that the learners understood the lesson and were able to complete an exercise on their book successfully. It was seen that the way the teacher used this teaching equipment motivated the students to totally get immerse in the class.

In relation to quality, the teacher use clear handwriting and made an excellent distribution of the space of the whiteboard; the size of the letter was big enough to make the students see the examples clearly. Also, she used two different colors to make the students notice the difference between the examples in active and passive voice.

Dialogue

In the third class observed, apart from the use of the whiteboard, a dialogue was used by the teacher with the aim of consolidating the topic *First Conditional: If + Present Simple*. The objective of the lesson was to teach the correct use of this conditional in affirmative and negative form. Regarding the pertinence, this audio aid was significant for the content and objective of the lesson since the dialogue was developed in a context in which the speakers used the first conditional in present tense. Thus, the teacher asked the students to listen to the dialogue twice. Once the dialogue was played, they answered questions related to the topic and completed

some sentences on their book. By doing so, the students enjoyed working with the dialogue and reinforced their knowledge of 'First Conditional: If + Present Simple'.

This supplementary material was used appropriately because it was played twice to make the learners understand it. They then answered questions about the context of the dialogue related to the grammar structure being learned and completed a filling-in exercise. The context of the dialogue, furthermore, was easy for the learners to grasp. It then can be said that the audio material had been chosen according to the students' level, understanding, and age.

With regard to quality, both the recording and the sound were very clear, and the speed was adequate for the level of the class. All the students took advantage of the good quality of the dialogue in order to spark their interest in learning English.

In the fourth class observed, in addition to using the whiteboard, a dialogue was used by the teacher with the aim of reinforcing the topic *Passive Voice in Past tense*. The use of this audio aid was pertinent since the dialogue contained sentences in passive voice that helped the teacher to reinforce the students' knowledge of the grammar being taught.

Another important point to be considered is that the teacher used this supplementary material appropriately because she played the tape three times to help the learners assimilate information that they used to answer question by using the new grammatical structure they learned. As the context of the dialogue was understood easily by the students, this supplementary material matched their level understanding, and age.

In terms of quality, the speed of the dialogue was adequate for the learners and the content was clear. This enabled the students to listen to it properly without

any confusion. The dialogue was then of good quality and through the use of this material, the students had the opportunity to learn English.

In the last class observed, aside from using the whiteboard, the teacher used a dialogue to enhance the knowledge of *Passive Voice in Present Perfect*. The use of this material was pertinent since the dialogue included conversations in which passive in present perfect voice was used. So to enhance the knowledge of this grammatical structure, the students used the context of the dialogue to write a short story. It was observed that the learners not only practiced learning passive voice in present perfect, but also they practiced their writing skills a little. As a result the objective of the lesson was achieved in a meaningful way.

The students were pleased to use the dialogue due to it was very useful for them, and the context of it was in relation to their level of English, understanding, and age. It allowed the learners to quickly familiarize with the lesson in order to develop their task. Therefore, the dialogue was appropriate for the whole class.

The quality of the dialogue was good. The speed was appropriate for the learners and the sound of the conversations was clear. This was beneficial to the class since the learners showed interest in learning English with the dialogue.

Videos

In the first class observed in which the topic was *Comparative and Superlative Forms*, apart from using power point presentations, a five-minutes video was used by the teacher to reinforce the students' knowledge of comparatives and superlatives forms and to promote speaking skills. The use of this audio-visual aid was pertinent to the content of the class because it illustrated people making use of comparatives and superlative forms. This context was used by the teacher to ask the learners to practice what was being reinforced. It means that the students used the

context of the video to speak during five minutes, using in the conversation comparative and superlative forms. In that way, the objectives of the class were achieved successfully.

It was also observed that this audio-visual aid matched the level, understanding, and age of the learners since the context was understandable for them. The video, thus, helped the teacher to capture the students' attention and interest and to sustain their motivation to participate in the conversation in which they used the grammatical structure they learned.

Regarding quality, the video was of adequate sound and the images were clear and visible to be seen by all the learners. This high quality of the video helped the teacher to add variety to the teaching and learning process.

Learning Styles

For this group the teacher provided a source of language input for analytical, visual, auditory, creative, cooperative, and individual learners. She took into consideration for the classes the use of power point presentations, handouts, whiteboard, dialogues and videos to encourage the students to learn according to their learning style. Activities for kinesthetic learners were not performed, however she added up variety of materials which helped her include an element of lightness to create an attractive classroom atmosphere.

Wright, Betteridge, and Buckby (2006) point out that sometimes the same person may want to be analytical, but he or she may want to be creative at other times. For Wright et al, there are creative, cooperative, individual learners, among others. Creative learners are those who use the language in creative ways even from the beginning. During the observed classes in the 3rd year, it was evident that some students were very creative expressing themselves, specifically when they had to

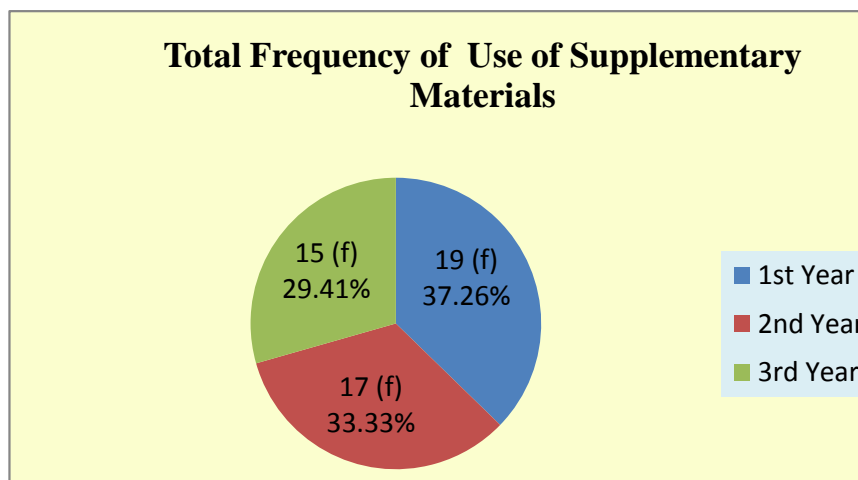
give their own examples of a topic they learned. Cooperative students like to work in groups. This type of students had the opportunity to be grouped in order to interact with their partners throughout the observed classes. Furthermore, individual learners like to work by themselves. The teacher in the 3rd year also developed activities in which the learners had to work individually.

Quantitative Analysis

This section presents the quantitative analysis which was done to determine and analyze the frequency and variety of supplementary materials used by the observed teachers in the high schools selected for this study.

The results of the study show that there was variety in the use of supplementary materials in both high schools. Nevertheless in public high school the teachers used only the visual and audio materials such as handouts, whiteboard and dialogues during the fifteen observed classes. Only two of the different learning styles were considered when teaching adolescents EFL, visual students and auditory learners. In contrast, the teachers in private high school used visual, audio, audiovisual and on-line resources. Teachers took into consideration the different learning styles like auditory, visual, kinesthetic, imaginative, and analytic learners, increasing in this way the interest of students during their learning process.

Graph 1



Authors: Lorena Sinmaleza & Ana Encalada.

Source: 1st, 2nd and 3rd years of senior public and private high schools.

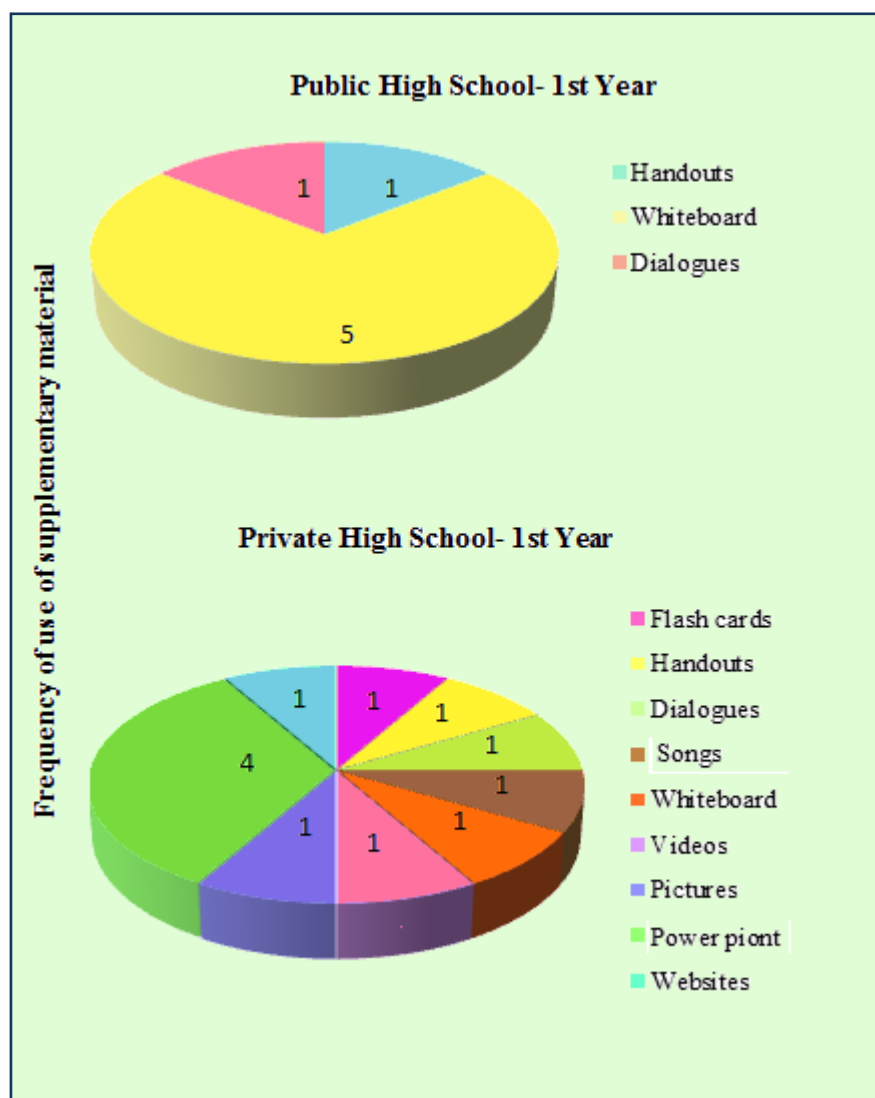
The information in Graph 1 indicates that supplementary materials were used with a frequency of 51(f) , in both the private and public high schools. Analyzing the results, it is seen that supplementary materials were used 19 times which represents 37.26% in the first years. On the other hand, in the second year of both high schools supplementary materials were used 17 times. The percentage corresponding to this frequency of use is 33.33%. Graph 1 also reveals that in 3rd years supplementary materials were used 15 times. This frequency of use is represented by 29.41%. Based on these results, it can be said that there was a small difference in the amount of supporting materials used during the observed classes in public and private high schools, the use of those materials contributed to attaining the objectives of lessons and helped the students to improve their language skills since they were exposed to a meaningful English input.

Moreover, comparing the results of both high schools, it can be stated that in the 1st year the teachers used more supplementary materials than in the 2nd and 3rd years; therefore, the highest percentage of supporting materials used in the observed classes corresponds to the 1st year of private and public high schools as shown in

graph 1. On the other hand, graph 1 indicates that the second highest percentage corresponds to the 2nd years whereas the lowest percentage of supplementary materials used, corresponds to the 3rd years of the two high schools where the classes were observed.

In order to provide a more specific view of the use of materials in these two high schools, each year is compared, analyzed in detail.

Graph 2



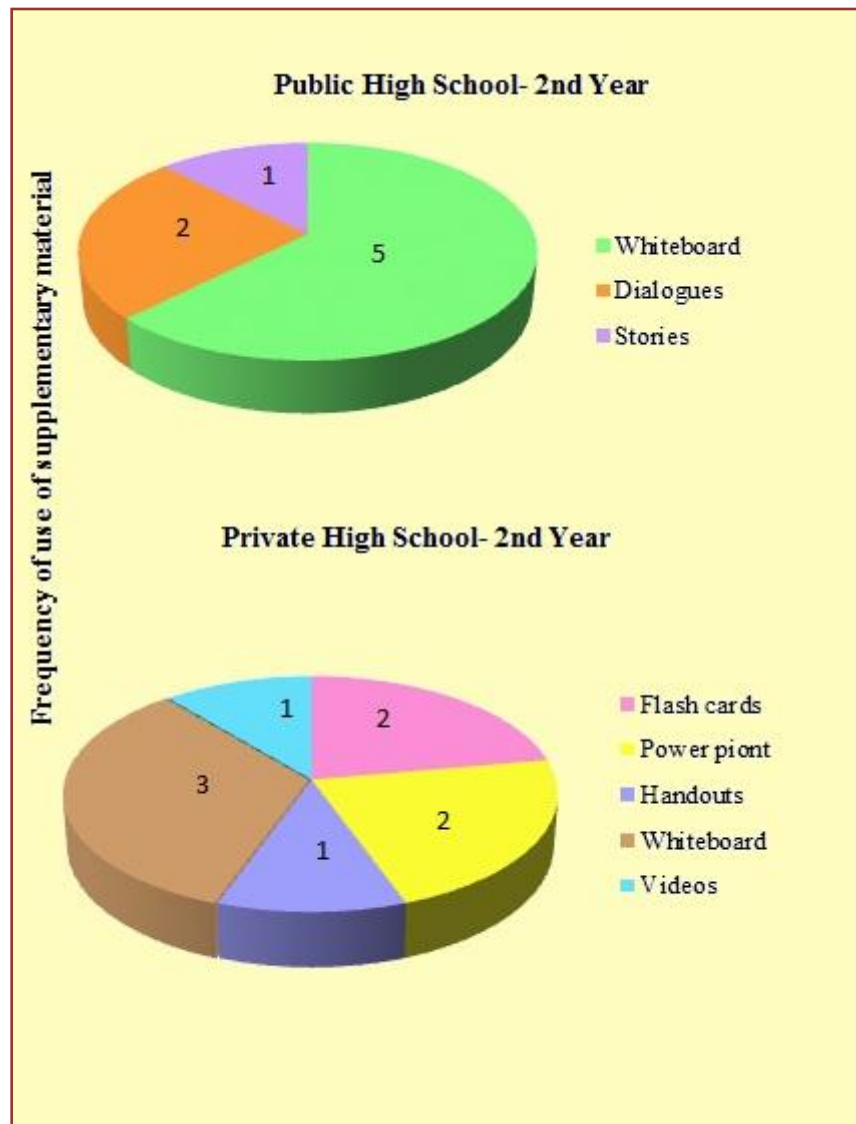
Authors: Lorena Sinmaleza & Ana Encalada.
 Source: 1st years of senior public and private high schools.

As it can be seen, the materials used in both high schools are handouts, whiteboard and dialogues. In the public high school the whiteboard was used five times meanwhile in 1st year of private high school, the material was used only once. The graph 2 also shows that the handouts and dialogues were used once in the public high school as well as in the private one. Graph 2 also reveals that in 1st year of the private high school flash cards, handouts, dialogues, whiteboard, songs, videos, pictures and websites were also used, although it was only once. On the other hand, these eight types of materials were not used in any of the observed classes in 1st year of the public high school. Power point presentations were used four times in 1st year of private high school. However this visual material was not used in any of the observed class in 1st year of public high school.

The teacher of the 1st year of public high school in the survey mentions that the supporting materials displayed on graph 2, especially the whiteboard, allows her to teach English in a dynamic and motivating way. Similarly, the teacher of the 1st year of private high school considers that flash cards, pictures, dialogues, videos, and websites to be a rich language input that encourages learners to carefully pay attention to the lesson. Moreover, both teachers in the survey consider that supplementary materials help the students keep their interest in the lesson and improve their English learning process.

Based on the students' survey, it can be mentioned that, they consider that working with different supporting materials enable them to get more involved in participating actively in the English class. It then was observed that the learners' participation and their interest in the lesson were awakened through the use of the supplementary materials shown in graph 2.

Graph 3



Authors: Lorena Sinmaleza & Ana Encalada.
Source: 2nd years of senior public and private high schools.

Graph 3 shows that in 2nd year of the public high school the whiteboard was used five times whereas in the 2nd year of private high school this teaching material was used three times. From graph 3, it can also be seen that in 2nd year of public high school, dialogues were used two times. In contrast, this supplementary material was not used in the 2nd year of private high school. Stories were used once in the 2nd year in public high school while this material was not used in the 2nd year in private

high school. In 2nd year of private high school flash cards and power point presentations were used twice, and videos as well handouts were used once. On the other hand, graph 3 indicates that these four types of materials were not used in any of the observed classes in 2nd year in public high school.

Analyzing the supporting materials illustrated on graph 3, it is necessary to mention that the teacher of the 2nd year of public high school in the survey considers the use of audio materials such as dialogues and stories as a great tools of making students listen to authentic English pronunciation; she also considers the use of the whiteboard to be a useful tool that allow her to actively teach English. According to the teacher of the 2nd year of public high school, these supplementary materials help the learners develop the four language skills. That is the reason she used the supplementary material shown in graph 3.

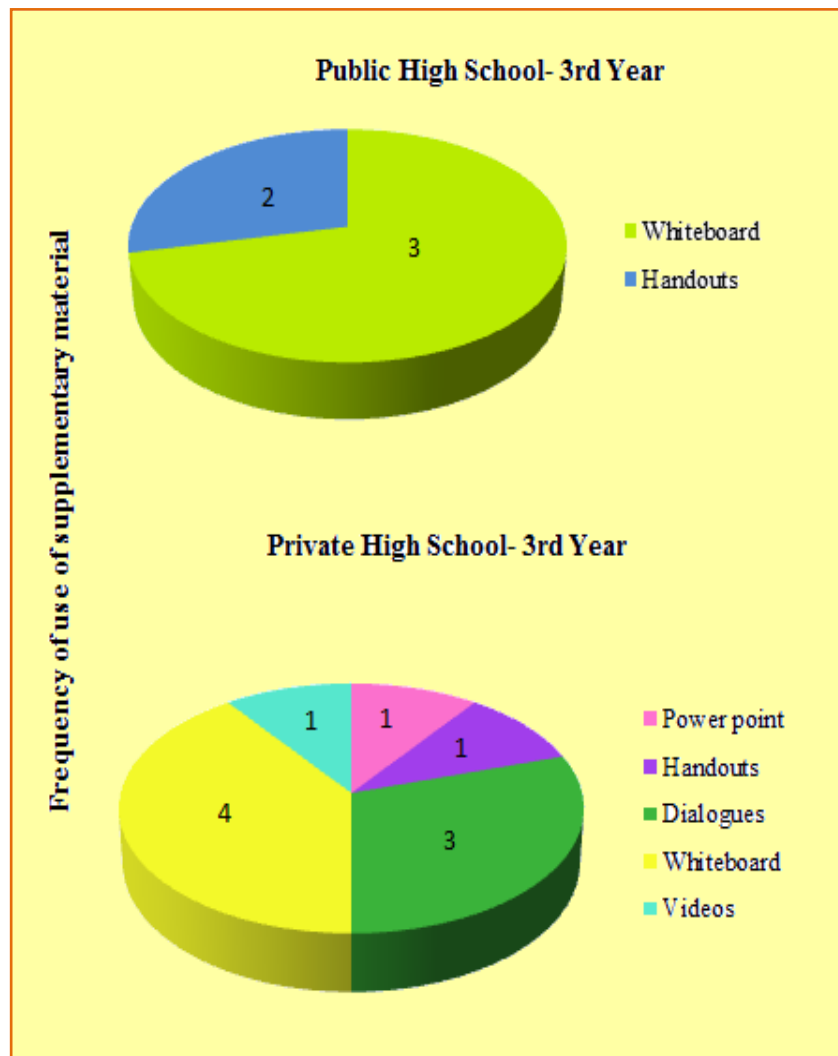
In spite of the fact that the teacher of the 2nd year of the private high school used more supplementary materials than the teacher of the 2nd year of public high school, she mentions in the survey that exposing the students to several supporting materials helps them develop their language skills. So it can be said that this is the reason the teacher of the 2nd year of private high school used the supporting material shown in graph 3.

Drawing on survey applied to the students of the 2nd year of public and private schools, they agreed with the use of different supplementary materials to stimulate their learning in EFL classes. What the learners said was reflected in their participation of the observed lessons to do their tasks according to their English level.

The results of the observations, the opinion of the teachers provided in the survey applied to the 2nd years of public and private schools as well as the learners,

allow us to mention that instructing the students through a variety of supporting materials both facilitates their learning and their interaction among them and with the teacher and reaps the benefits of English teaching.

Graph 4



Authors: Lorena Sinmaleza & Ana Encalada.
 Source: 3rd years of senior public and private high schools.

Graph 4 shows that in the 3rd year in public high school the whiteboard was used three times whereas this teaching material was used four times in the 3rd year of private school. It also can be seen that handouts were used two times in the observed classes corresponding to the 3rd year of public high school while in the 3rd year of

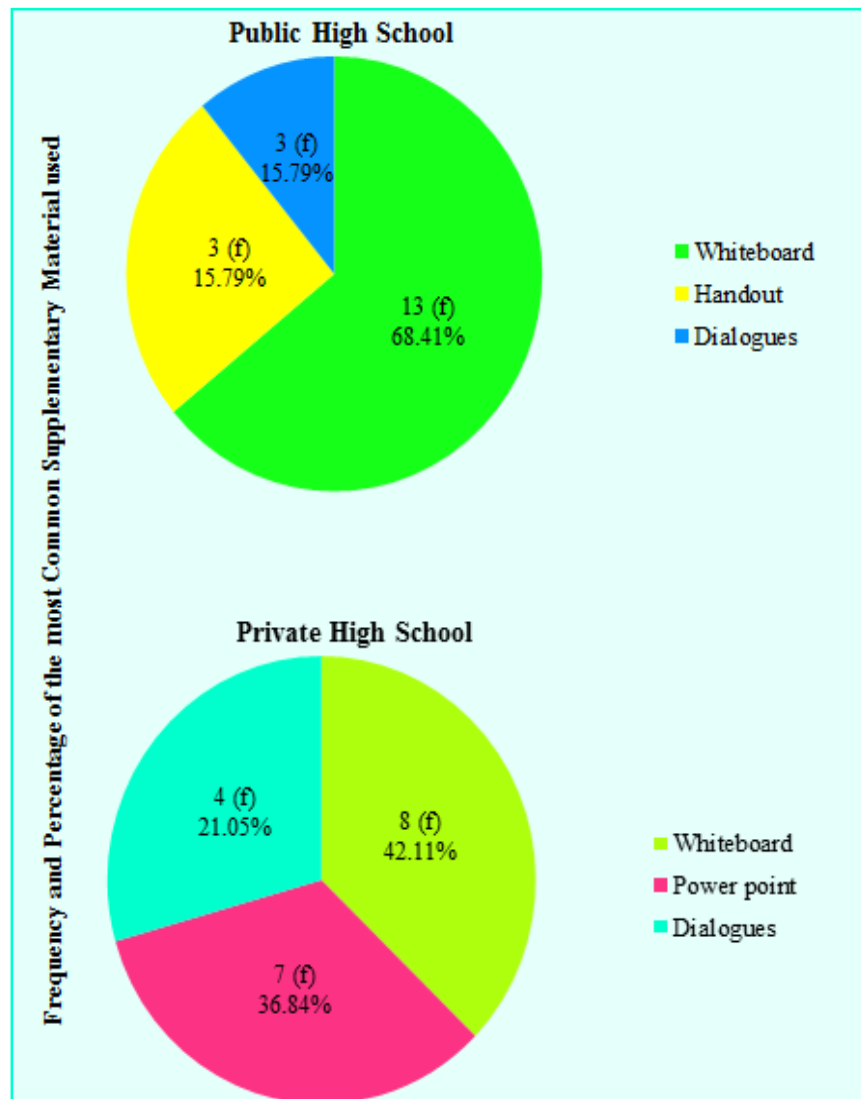
the private high school this supplementary material was used in one observed class. Furthermore, dialogues were used three times, and both power point presentations and videos were each used only once in the observed classes corresponding to the 3rd year of private high school. In contrast, it can be seen that power point presentations, dialogues, and videos were not used in the 3rd year of public high school.

Although there was a difference of supplementary materials used in the 3rd years, the teacher of public high school says that the use of the supporting materials displayed on graph 4 encourages the students to learn English and provides them with a learning environment in which a high level of interest in the lesson is shown. Likewise, the teacher of private high school in the survey says that the use of the supplementary materials shown in graph 4 contributes to increasing the interest, attention and enthusiasm for the learning process. In addition, the teachers of the 3rd years of the public and the private schools agree that using a variety of supporting materials in English classrooms allows them to improve their teaching and to reinforce the students' knowledge of what they learn.

Drawing on students' reaction to the EFL lessons of the 3rd years of public and private high schools, it was observed that they were willing to work with different teaching aids, and their enthusiasm to learn was encouraged. Moreover, in the survey they said that working with supporting materials made easier for them to learn English and to retain most of the information taught by the teachers. What they mentioned was observed during the lessons.

In sum, the results shown in graph 4 above are based on the observed classes and the surveys applied to the teachers and students of the 3rd years of the high schools selected.

Graph 5



Authors: Lorena Sinmaleza & Ana Encalada.

Source: 1st, 2nd and 3rd years of senior public and private high schools.

Graph 5 indicates that the whiteboard was the most common supplementary material used in the public high school during the 15 observed classes. It was used thirteen times, five in 1st year, five in 2nd year, and three in 3rd years which is equivalent to 68.41%. Similarly, the whiteboard was the most common supplementary material used in private high school during the 15 observed classes. It was used 8 times, one in 1st, three in 2nd, and four in 3rd years which is equivalent to

42.11%. Comparing the results of the use of the whiteboard in both high schools, it can be seen that this supporting material was used more times in public high school than in private high school.

Graph 5 also reveals that handouts and dialogues were other supplementary materials commonly used in public high school although in lesser scale compared with the use of the whiteboard. Handouts were used once in 1st and twice in 3rd years. And dialogues were used once in 1st and twice in 2nd years. The frequency of use of each material represents 15.79%. Dialogues were also part of the teaching aids commonly used in the observed classes in this school. This audio material was used four times, once in 1st and three times in 3rd years, representing 21.05%. Analyzing the results of the use of dialogues in both high schools, it is easy to see that this teaching was used more in private high school than in public high school.

Additionally, from graph 5, it can be seen that power point presentations were also widely used but only in the private high school. This type of visual material was used seven times in total, four times in 1st, twice in 2nd, and once in 3rd years which is equivalent to 36.84%. Just as a means of contrasting and stressing, any power point presentation was used during the observed classes corresponding to the public high school.

The results in graph 5 are in a complete agreement with the criteria provided in the survey by the teachers who consider that, the whiteboard is one of the most essential materials that allow them to make the lesson interesting and effective. Furthermore, they mention that dialogues and handouts are excellent resources to improve the students' perception and understanding; adding variety during the teaching process. Consequently, the learners enjoyed learning English with the supporting materials displayed on graph 5 above.

Conclusions

- ✓ The type of material mostly used in the classes observed in the public and private high schools in 1st, 2nd, and 3rd years were flash cards, power point presentations, pictures, handouts, whiteboard, songs, dialogues, videos, and websites for helping the learners to develop their language skills.
- ✓ The most common supplementary material used in the public high school was the whiteboard followed by handouts and dialogues.
- ✓ The most common supplementary material used in the private high school was the whiteboard followed by power point presentations and dialogues.
- ✓ In the majority of the classes observed in public and private high schools, the teachers used supplementary materials in a pertinent way.
- ✓ Most of the supplementary materials used in the classes observed were of good quality since they were striking, colorful, well-designed, etc. This contributed to sparking the students' curiosity and interest in the EFL classes.
- ✓ The observed teachers of public and private high schools used a wide variety of supplementary materials for teaching learners with different learning styles such as visual, auditory, analytic, and kinesthetic.
- ✓ Learning styles were used more attentive by the teachers in private high schools than in public high schools. The results show for this reason that teachers in private high schools responded more effectively to the teaching process.

Recommendations

- ✓ Teachers from public and private high schools should use supplementary materials in a pertinent way. That is, they should take into consideration the objectives of the lesson in order to make the learners motivate to develop their creativity to learn.
- ✓ The teachers should always select and use supplementary materials considering the level of the students, understanding, and age in the Ecuadorian high school.
- ✓ The teachers should innovate, adapt, and test supplementary materials to create an atmosphere in which the learners get more learning alternatives.
- ✓ English teachers should commit to their jobs to design different kinds of supporting materials to address the different learning styles since every student has his or her own preferred way of learning.
- ✓ Teachers can take advantage of technology during the teaching process, through the use of some web-sites. Students can improve the way of learning and increase their knowledge, while on the other hand teachers can use these pages as an instrument to design worksheets in a professional style in order to get an outstanding performance. We can suggest the following pages:
www.saberingles.com, www.mansiondelingles.com.

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Annex A

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

SUPPLEMENTARY MATERIAL USED TO TEACH THE LESSON: (Check ✓ the ones 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 B

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

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

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

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

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

Was it used appropriately and applied with creativity and originality? yes___ no ___
Why?

Were students motivated with the presented material? yes___ no___ Why and How?
(For example, activates participation, awakes students' interest and curiosity)

How do you consider the quality of the used material?

Annex C

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

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

Annex D

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

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

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

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

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

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

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

Why?

Annex E

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: 24 - Octubre - 2011

CLASS Nº 1

YEAR: Primera

| 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 cuales de los siguientes materiales crees que aprenderías mejor el tema de clase? | | | | | |
| VISUALES | | AUDIO | | OBJETOS REALES | |
| • flash cards () | | • canciones (✓) | | • objetos: () | |
| • diapositivas () | | • diálogos () | | (juguetes, plantas, frutas, etc.) | |
| • mapas () | | • historias () | | | |
| • gráficos o fotos () | | • cuentos () | | | |
| • tablas u organizadores gráficos () | | AUDIOVISUALES | | ONLINE | |
| • hojas con actividades () | | • videos () | | • websites (✓) | |
| • posters () | | • películas () | | | |
| • tarjetas con palabras () | | • documentales () | | | |
| • pizarrón blanco o negro () | | | | | |
| ¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase? | | | | | |
| <u>Me gustaría que utilice películas</u> | | | | | |
| ¿Con qué frecuencia te gustaría que se utilice material suplementario? | | | | | |
| (✓) siempre () de vez en cuando | | | | | |

Annex F

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: 24 de Noviembre 2012

CLASS Nº 1

YEAR: 2012

| 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 cuales de los siguientes materiales crees que aprenderías mejor el tema de clase? | | | | | |
| VISUALES | | AUDIO | | OBJETOS REALES | |
| • flash cards () | | • canciones (✓) | | • objetos: () (juguetes, plantas, frutas, etc.) | |
| • diapositivas (✓) | | • diálogos () | | | |
| • mapas () | | • historias () | | | |
| • gráficos o fotos () | | • cuentos () | | | |
| • tablas u organizadores gráficos () | | AUDIOVISUALES | | ONLINE | |
| • hojas con actividades () | | • videos () | | • websites (✓) | |
| • posters () | | • películas () | | | |
| • tarjetas con palabras () | | • documentales () | | | |
| • pizarrón blanco o negro () | | | | | |
| ¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase? | | | | | |
| <i>No gustaría nada al ser libre y aprender como si fuera en la realidad.</i> | | | | | |
| ¿Con qué frecuencia te gustaría que se utilice material suplementario? | | | | | |
| (✓) siempre () de vez en cuando | | | | | |

Annex G

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 5 de Diciembre del 2011

CLASS Nº 3

YEAR: Segundo año

| PREGUNTAS | | | | SI | NO |
|--|--|----------------------|--|---|-------------------------------------|
| ¿Te gusta el material utilizado por el profesor en la clases de Inglés? | | | | | <input checked="" type="checkbox"/> |
| ¿Te ayudó a entender mejor el tema de la clase? | | | | <input checked="" type="checkbox"/> | |
| ¿Crees que el material didáctico utilizado te ayuda a participar más en clase? | | | | | <input checked="" type="checkbox"/> |
| ¿Con cuales de los siguientes materiales crees que aprenderías mejor el tema de clase? | | | | | |
| VISUALES | | AUDIO | | OBJETOS REALES | |
| • flash cards () | | • canciones () | | • objetos: () (juguetes, plantas, frutas, etc.) | |
| • diapositivas () | | • diálogos (X) | | | |
| • mapas () | | • historias () | | | |
| • gráficos o fotos (X) | | • cuentos () | | | |
| • tablas u organizadores gráficos () | | AUDIOVISUALES | | ONLINE | |
| • hojas con actividades () | | • videos () | | • websites () | |
| • posters () | | • películas () | | | |
| • tarjetas con palabras () | | • documentales () | | | |
| • pizarrón blanco o negro (X) | | | | | |
| ¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase? <u>los mapas, diálogos, Flashcards</u> | | | | | |
| ¿Con qué frecuencia te gustaría que se utilice material suplementario? (X) siempre () de vez en cuando | | | | | |

Annex H

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC (X) PRIVATE ()

DATE: 21 de Noviembre 2011

CLASS Nº 1

YEAR: tercer año

| PREGUNTAS | | | | SI | NO |
|--|--|---|--|---|-------------------------------------|
| ¿Te gusta el material utilizado por el profesor en la clases de Inglés? | | | | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ¿Te ayudó a entender mejor el tema de la clase? | | | | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ¿Crees que el material didáctico utilizado te ayuda a participar más en clase? | | | | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ¿Con cuales de los siguientes 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 (X) • posters () • tarjetas con palabras (X) • pizarrón blanco o negro () | | AUDIO <ul style="list-style-type: none"> • canciones (X) • diálogos (X) • historias () • cuentos (X) AUDIOVISUALES <ul style="list-style-type: none"> • videos (X) • películas (X) • documentales () | | OBJETOS REALES <ul style="list-style-type: none"> • objetos: (X) (juguetes, plantas, frutas, etc.) ONLINE <ul style="list-style-type: none"> • websites () | |
| ¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase? <u>Cada una con conversaciones</u> | | | | | |
| ¿Con qué frecuencia te gustaría que se utilice material suplementario? <input checked="" type="checkbox"/> siempre () de vez en cuando | | | | | |

Annex I

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: 24 de Octubre del 2017

CLASS Nº 1

YEAR: primero

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

Yes, of course because it is the only way to take the students attention.

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

I usually use the power point presentations, but in a lower frequency I also use flashcards, dialogues and pictures. They help me to approach the topic in an interesting way.

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

Yes, I take into consideration the different learning styles because the students hate the routines and as a teacher, I have to design different styles to make dynamic.

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

My students most of the time prefer movies since they like visual resources; they also like to listen to the music so they feel stimulated to learn English.

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

25% () 50% () 75% () 90% (✓)

Why?

Because the students need to be dynamic, they are active and they like to see, hear and feel in general what they are learning.

Annex J

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: OCTOBER 24TH 2011

CLASS Nº 1

YEAR: 2ND

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

YES, USING SUPPLEMENTARY MATERIALS HELPS ME TO CAPTURE THE STUDENTS' ATTENTION

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

I TRY TO USE DIFFERENT MATERIALS LIKE POWER POINT PRESENTATIONS, WHITEBOARD FLASH CARDS AND VIDEOS BECAUSE THIS IS THE ONLY WAY THAT MY STUDENTS DO NOT GET TIRED OF USING THE SAME MATERIALS.

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

YES, I HAVE TO DESIGN DIFFERENT STYLES TO MAKE THE CLASS MORE ATTRACTIVE AND ABOVE ALL TO TRY TO GET THE ATTENTION OF THE MAJORITY OF THE STUDENTS.

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

THEY PREFER VISUAL RESOURCES, THEY ALSO LIKE TO LISTEN TO DIALOGUES SO THEY FEEL STIMULATED TO LEARN ENGLISH.

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

25% () 50% () 75% () 90% (✓)

Why?

BECAUSE THE STUDENTS ARE VERY SMART AND ACTIVE AND THE USE OF DIFFERENT MATERIALS ALWAYS HELP THE STUDENTS TO CHANGE THE ENVIRONMENT IN WHICH THE NEW KNOWLEDGE IS ACQUIRED.

Annex K

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: December 13th 2011

CLASS Nº 1

YEAR: 1st.

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

Yes, the students feel motivated to learn when I as a teacher take into consideration the use of different supplementary materials

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

I think that audio materials such dialogues and stories are excellent resources to teach English, the students have the opportunity of taking advantage of the pronunciation of the native speakers. The whiteboard is usually the material that is very useful too.

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

Yes, because it's necessary to learn English with different skills.

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

I prefer signs because they like them.

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

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

Why?

Because the English book has interesting pictures

Annex L

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC (✓) PRIVATE ()

DATE: December 20th

CLASS Nº 1

YEAR: 3rd

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

Yes, through using supplementary materials to teach, I realized that the student feel more motivated, showing enthusiasm and they are willing to get the new knowledge

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

The whiteboard is the material that I usually use because it let me to teach English in a motivating and dynamic way

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

Yes, because each style needs a different material.

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

Charts, pictures, games and boards

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

25% () 50% () 75% () 90% (✓)

Why?

Because students prefer to learn, using different materials.