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The use of supplementary materials in ESL classes: a comparative analysis of public and private high schools

Trabajo de fin de titulación.

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DEDICATION

I dedicate my thesis to those individuals –my father and my beloved daughter- who have both supported and motivated me to continue my academic education.

My father, who in spite of his age received his Jurisprudence Sciences Degree from this prestigious university, and through his efforts and advice gave me the incentive to pursue my studies and encouraged me to change my decision which made me realize that it is never too late to return to school.

To my dear Melanie, my young daughter...I would like to provide a more promising future which led me to my decision. My complete education will help my daughter strive for more in her endeavors; furthermore, a higher education will give my daughter and I a plethora of opportunity that will utilize our well versed bilingual abilities.

Thinking of Melanie, I found the courage and strength to overcome any weakness or doubt I might have. My desire is for Melanie to acquire the motivation that my dear father meant for me to understand that a proper education is the best inheritance we could have. I want her to keep in mind that with strong conviction, through struggles, dedication and perseverance all goals can be reached.

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Abstract

This research was focused on the use of supplementary materials in ESL classes: a comparative analysis of public and private high schools which aims are to determine and analyze the type of supporting materials used in ESL public and private high schools, as well as to compare the supporting materials used in private and public high schools.

This study was done in New York in the boroughs of the Bronx and Manhattan where the participants were the ESL teachers and the students from the ESOL level 1, 2 and 3 whose ages ranged between 15 to 18 years old. Furthermore, qualitative and quantitative were the methods used for this investigation; the first one describes the aspects regarding pertinence, appropriateness and quality of each supplementary material used by the teacher, and the second one analyzes and compares the frequency and variety used in the classroom.

This investigation has demonstrated that the use of the visual materials prevailed over other teaching methods, especially the whiteboard which is the most frequently tool used by the teachers in their classes in both high schools.

Introduction

The use of supplementary materials in ESL classes: a comparative analysis of public and private high school is based on this research. Unlike the Ecuadorian educational system where the classes are taken yearly within three trimesters, the classes in high schools in the U.S.A. are offered by semesters.

In addition, considering that in this country the official language is English and there are many immigrants who come from all over the world every year, the educational system has implanted some bilingual high schools in which the classes are given by five levels such as: ESOL level 1, 2, 3, 4, and 5 that correspond at beginner, high beginner, intermediate, high intermediate and advanced in order to even out the pupils' language with the other students that receive monolingual classes.

Therefore, this study enables me to determine the use of supplementary materials in ESL classes in public and private high schools which purpose is to define whether or not the teachers use supplementary materials, and if they are used, how pertinent, appropriate, and qualified those materials facilitate the teaching and learning process.

The specific objectives of this research are: to identify and analyze the type of supporting materials used in ESL classrooms; to describe and to analyze each one of supplementary materials used in ESL classrooms in terms of pertinence, appropriateness, and quality; to determine the variety of the supplementary materials used in the observed classes; and to identify the most frequently used material in each one of the observed high schools.

Furthermore, this is an important topic because in many cases the supplementary materials are the basic and fundamental support of a lesson plan and one of the most significant influences of what goes on in the classroom. Supplementary materials contribute to the teaching of English classes and assist students in acquiring the target language at the end of the period.

This research was supported by previous studies about the use of supplementary materials in ESL classes; according to Sato & Suzuki (2010) the purpose of their investigation was to determine whether visual glosses are more effective in comprehension of spatial prepositions rather than long term retention of vocabulary as well as the types of image schema that are more effective as multimedia glosses whose limitations were focused to the examination of Taiwanese college teachers' nonverbal immediacy behaviors in relation to student's motivation in learning English.

The second study that supports this research was conducted by Adeyanju (2003) which purpose was to find out the level of agreement or disagreement to a fourteen item questionnaire, the quality and types of teaching aids that teachers used in teaching their lesson. The limitation was the submission of improper questionnaires due to the extensive questions and the time the teachers took in completing the task and submit the information.

Another interesting study was done by Keslen (2009) focused on the implementation of You-tube as supplementary materials in the teaching process whose limitations were that the questionnaires were written in English only and small sizes in terms of the female students, it was difficult to make comparisons analysis.

The beneficiaries with this investigation are the high schools, teachers, and the researcher. The high schools will benefit from all the gathered information which

will be selected from the most adequate supplementary materials where teaching is more effective.

Likewise, the teachers will benefit for the future lessons not only to design better materials using originality, creativity, and, variety, but also by taking in consideration the different learning styles of engaging the pupils in the learning process of the target language, therefore bringing more interest to the class.

As a researcher of this study, it benefits me to improve the different types of techniques in the utilization of these aids to obtain better results in the learning process. After I have done this comparative analysis of supplementary materials in ESL classrooms, I found that the more effective contribution offered within the educational system, is the correct utilization of the supplementary materials at the appropriate time for the students to learn.

However, the limitation that was observed within the classes was the low participation of Hispanic immigrant students, for fear of making mistakes in front of their classmates, reflecting its poor knowledge of this universal language. On the other hand, the immigrants of other nationalities had better communication and reception of what the teacher had explained; this happened in all the levels observed.

Another limitation was found in the public high school in the utilization of the new technology such as the use of the websites due to the students having a limit amount of time to use the computers and do their assignments. In addition, it was found in the public high school the lack of time that existed for the use of the supplementary materials even though the school provided the sources but the teachers did not distribute the time properly.

In order to improve this investigation it is suggested to extend the hours to study the target language as well as having the teachers set an adequate time to be used in each supplementary material as it is done in the private high school.

Method

In order to perform this investigation was necessary to resort the bibliographic sources such as: books, journals, websites, and previous studies based on the use of supplementary materials in ESL classes in order to provide academic and scientific support to this research.

Setting and Participants

This study was conducted in a public and private high school in New York State in the boroughs of the Bronx and Manhattan where fifteen classes were observed in each institution. The students from the public high school were from multi-culture countries of Latin American such as: Mexico, Guatemala, Dominican Republic, Puerto Rico, and Haiti, as well as the private high school the learners were from Latin American and European countries like Russia, Spain, and Poland which made the Europeans to prevail. The instructors were from different nationalities where the language used in the classes was English only.

Additionally, the sample was taken from the three first levels such as: ESOL level 1, 2 and 3 in which the students' ages ranged between 15 to 18 years old and the average for each class was for the public 19 students (level 1, 21, level 2, 19, and level 3, 17) and for the private the average was 17 students (level 1, 17, level 2, 18, and level3, 16) whose gender for the public was mix and for the private was females only. Moreover six teachers were part of the sample too, three for each institution.

Procedures

The first step in this study was to review the theoretical background which was based on eight different topics and five previous studies related to the use of supporting material in ESL classrooms. This information was found in bibliographic sources and distributed in the charts, one for each author, totaling three charts for each topic.

A second step of this investigation was to gather data from both high schools in which two methods were used: qualitative and quantitative. The qualitative method analyzed the characteristic of pertinence, appropriateness, and quality in relation to the content, age and students' level of proficiency and quality of each material used in the observed classes respectively. The quantitative method was used to count how many times the instructor employed each aid in the classes, as well as make a comparison between the public and private high schools.

The information was collected in fifteen observed classes for each high school during a period of two months once a week. This data was gathered through the sheets designed with eight questions that helped me to describe each material in relation to the topic, objective, the student level, creativity, etc.

The students' survey was a very important instrument to determine what materials assisted them to improve their learning skills as well as the teachers' survey was also an important tool to aid them when considering their students with different learning styles and how much the supplementary material help them in their class. The charts helped to tabulate and analyze what materials the teacher used during the five lesson as well as the characteristics of each aid.

After the information was acquired from the observed classes in the different levels, the tabulation of the results was done in fourteen charts such as: chart one and two show the variety of materials used in both institutions; chart three, four, five, six, seven and eight tabulated the pertinence and appropriateness in relation to the used material for each class; charts nine, ten and eleven tabulates the frequency for comparison analysis of the used supplementary aids between level 1, 2, and 3.

Additionally, chart twelve tabulates the totals of the supplementary materials used for each level and their percentage to compare the obtained results between the public and private high schools. Chart thirteen and fourteen tabulated the most frequently used materials in each one of the observed institutions. Furthermore, the surveys from the students and the teachers were included in the quantitative description.

In respect to the process used for the description, analysis and interpretation of the results, the information was distributed in three levels 1, 2 and 3, in which each class was analyzed according to the material that the teacher used by considering some terms of pertinence, appropriateness, and quality, that described its importance in relation to the content, the student's level and understanding, and how the material was designed, as well as the learning styles the teacher used in the observed classes.

DISCUSSION

Literature Review

The use of supplementary materials in ESL classes is very necessary because this type of materials provide the adequate environment to enhance students' comprehension. In relation to this, the Literature Review in this section includes topics which are related to teaching English as a second language, learners differences among children, adolescents and adults, learners motivation, learning styles, teaching techniques for teaching adolescents, context for teaching English, supplementary material, types of supplementary materials and five studies conducted by other researchers that support this investigation academically and scientifically.

Teaching English as a Second Language

Over the years, English language has become one of our principal assets in getting a global leadership. According to Raman (2008) English is a very important medium in which the person can acquire knowledge of arts, culture and intellectual horizon, science, technology, as well as offering opportunities and varied vocations for many for the vast population.

In this respect, Verghese (2007) claimed that English deserved to be a world language because it is the common language between different countries and the world knowledge is enshrined in English. English is practiced in countries such as India, Ceylon, Singapore, Pakistan, and Nigeria, etc.

In addition, Zimmerman (2010, p. 2) said that “lack of knowledge of English can create conditions under which a person’s human and civil rights can be abridged.” This occurred during the World War II when the USA and Mexico established the *Bracero* program in which thousands of farm laborers worked in the agriculture field. The contracts were in English and the workers would sign them without understanding their full rights and the conditions of their employment.

Learners’ differences among children, adolescents and adults

There are numerous issues to take into consideration in establishing a productive learning and teaching environment in children, adolescents and adults English classes. Secondary school pupils are very concerned about doing well at school as well as their entrance to the university. On the other hand, adults are more likely to be self motivated as they are able to work independently, and possess strong study and organizational skills. Children differ from adults when it comes to learning.

According to Carrasquillo (1994) children learn the native language during their early stage without any difficulty or formal instruction. They learn the structure of their native language and use it for communicative purposes. Thus, children speak in functional purposes such as: asking, getting information, informing others, and expressing feelings. If children do not have all these functional purposes, they will not show interest and will not be encouraged to use the language.

Additionally, Gass & Selinker (2008) stated that children are better learners than teenagers or adults because they are exposed to a better input for language learning; therefore, they easily acquire mastery of the target language, whereas adults cannot. This is demonstrated in the Critical Period Hypothesis which is a limited developmental period that makes possible to obtain a language be it L1 or L2.

Moreover, children have expectations that what they are learning will be useful in their long term future when Gass & Selinker (2008) said that age is a very important factor in acquiring a second language, and also that there are sensitive periods governing the language development. The age-related loss in ability is cumulative, affecting first one linguistic domain and then another and it is not limited to phonology. However, the deterioration in some people begins as early as age 6 not at puberty as it is often claimed.

Children rely on other to choose what it is important to be learned; they accept the presentation of important information and they have little or no experience upon which to build. DeVries & Pratt-Fartro (2010) claimed that the materials to teach the language are easy to acquire for children in K-3. Children should be on their appropriate instructional levels; however, it is more challenging for older students.

On the other hand, Carrasquillo (1994) pointed out that adolescents are very concerned about their identities; it is very common to see them acting within the norms of a specific peer group regarding gender. In this stage, the teenagers are conscious of the linguistic structure appropriate to their sex.

Adolescents' writing embraces the meaning, structure, function, and purpose as well as their syntax becomes more complex in their sentences length, types of conjunctions, clauses, etc., as they obtain more facility with the target language.

Moreover, DeVries & Pratt-Fartro (2010) mentioned that adolescents are a mix of mature and immature qualities. Therefore, teachers should have a lot of challenges since the adolescents are straggling with reading or full comprehension of the texts. This is due to less time after the third grade is dedicated to reading and effort on isolated reading skills.

As a result, five pillars have been identified for building and supporting the structure of any effective adolescent literacy program such as: time to read for enjoyment, choice of reading materials, strategies for reading text, vocabulary instruction and motivation to read. However, Gass & Selinker (2008) stated that teenagers are less achievers of native-like proficiency in acquiring second language skills than children.

Unlike children and adolescents learning, adults learn best when they can employ critical reflection, they make their own decision as what is important to be learned. They expect that what they are learning will be immediately put to use as well as take responsibility for their learning experiences.

DeVries & Pratt-Fartro (2010) argued that adults want to know why and the reasons before they spent time and effort in learning something. They want to be responsible for their decisions and errors even though they want to be seen as self-directed learners by other people. Adults are motivated to learn new things which they will learn faster and can be applied to current situations. However, most adults become embarrassed and feel that they look “child-like” when expressing incorrect pronunciations or intonations.

Furthermore, Carrasquillo (1994, p. 14) pointed out that “adults need to acquire styles of speech in their work and social relationships. People with similar occupations often seek each other out because the language used in their field of work establishes a peer group.”

In contrast, Gass & Selinker (2008) indicated that there are social psychological factors that explain why the adult learning process is slower than children or adolescents as well as the cognitive factors which are responsible for the inability of adults to learn successfully.

Some suggest that adults do not want to drop out the sense of identity their accent provides; and others suggest that adults are unwilling to give up their ego to the extent required to acquire a new language which implicate a new life-world.

Learners' motivation

Motivation has a great deal to do with the student's desire to participate in the learning process; learning to communicate in another language is very time consuming. It is one of the most challenging tasks that students are likely to undertake and they can easily become discouraged and bored. Therefore, motivation is an important part of acquiring a second language.

Wajnryb (1992) mentioned that motivation was divided in two groups: instrumental and integrative. In the first one, students want to learn a language for the purpose of acquiring some concrete goals such as a job, ability to read, or get a promotion. In contrast, Integrative motivation, students want to acquire the target language for reasons of understanding and communicating with the people of the new culture that they are immersed in.

Motivation is an essential feature of the teaching skills involved in establishing a positive classroom climate. Learners will be motivated to do something based on whether they think that they will be successful and rewarded. Some authors classified the motivation in different categories.

According to Walker (2010) motivation is divided into two groups: intrinsic and extrinsic. Intrinsic motivation refers to the internal desires to perform a particular task, students perform certain activities because it gives them pleasure, or they want to discover something, while extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, outside or rewards such as

grade, money, or a job. An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward.

However, a skilled teacher will use a variety of means to further arouse or maintain curiosity in the course of the lesson. The use of demonstrations helps the students understanding, therefore, learners will feel motivated.

According to Theolbald (2006) the teacher can affect in many ways in the mindset that each of the learners bring into the classroom. Therefore, the instructor needs to distinguish what each student can learn, be responsible for providing the environment in which the students can be free to make mistakes and learn from them, and receive a positive feedback. The teacher also can motivate his/her students by providing opportunities to increase self-esteem and raise positive self-concept.

Learning styles

Teaching English as a second language has changed over the past two decades. Curricula, teaching methods, and teaching materials have been developed to meet the changing needs of the ESL population. However, the curricula of many ESL programs are still systematic and do not allow much room for individualizing instruction.

According to Lefever (1995, 2004) style is the way of learning in which the students perceive what method is best for them. Each learner prefers their own style which has nothing to do with the IQ, achievement level, or socioeconomic background. Therefore, this author has classified four different styles into the learning cycle: analytic, common sense, dynamic, and imaginative learners.

On the other hand, Walker (2005) mentioned three different kinds of learning styles: auditory, visual, and kinesthetic. Auditory learners are the ones who recall information, talking things through and listening to what others have to say, give opinions, verbal lectures and tend to be successful in the traditional schools.

Visuals learners, the teacher requires visual displays and organizers including: diagrams, illustrated text books, hand-outs, etc., to teach and show the learners the patterns in the learning process. Kinesthetic, the learners need hands-on activities, they will respond to physical closeness and physical rewards and the teacher should take the class outside, role-play, bring music, etc.

However, if the teacher knows his/her student's learning style, it will help him/her to develop strategies to compensate for their weaknesses and capitalize on their strengths. To this respect, Woolfolk (2010) supports Howard Gardner's theory of multiple intelligences (MI) in which he discusses about the eight different kinds of abilities where the learner might present strengths or weaknesses in one or several areas.

The multiple intelligences are: logical-mathematical, musical, linguistic, spatial, bodily-kinesthetic, naturalist, interpersonal, and intrapersonal.

Teaching techniques for teaching adolescents

Some adolescents are always on the look-out for some sort of challenge; other adolescents only function when given clear instruction that are well defined; others are unfocused and are unable to perform really well. Presently, the teacher cannot longer do one type of teaching for the whole class; instead, the teacher constantly has to develop all sorts of lesson activities for different levels of difficulty in the classroom.

Sejnost (2009) mentioned some techniques: for example, Problematic Perspectives make use of the attention-getting elements of eliciting student's interest and asking them to utilize and solve a problem from a specific perspective that associates with the topic to be read. Furthermore, through the use of Concrete Images, students can point out the appropriate images of what the teacher asks them to reflect on.

Additionally, in Picture Making the pupils can work in small groups, discuss their visualizations and then create an illustration of one on chart paper; however, in Paired Discussions, students work in pairs for a period of three to four minutes in which they discuss a question or a problem that associates to the theme, then, the pairs will summarize what they have heard.

Another strategy is reader's questions that help students to recognize the main idea from the reading. As the learner read, they recorded their responses to the reader's questions, who, what, when, when, why and how in a graphic organizer chart.

In this respect, Duquette (1995) points out that learning through music the teacher can introduce stress and intonation patterns, and pronunciation of Basic English structures. Through the use of elementary vocabulary, audiovisual materials, oral and written exercises which involve static input with a high degree of explicitness and redundancy, the learners are exposed to a quasi-authentic listening situation. Therefore, it will increase confidence while developing to the students' listening skills.

However, Dhand (2008) stated that teaching techniques are day to day activities which the teacher may design for a particular lesson. They may include group discussions, projects, the use of a textbook, or field tripping. The technique can be either student-centered such as student-made reports or teacher-centered such as the lecture as well as they can be active or passive depending on how they are used.

Context for teaching English (social, economical, political, and cultural)

Understanding the socio-cultural context is the key in developing an appropriate support system for learning a second language which social, economical, political and cultural trends play a significant role.

According to McKay (1992) teaching English procures a significance weapon all over the world within social and political context. In fact, in some countries the knowledge of English is restricted to a certain social class. In other countries English is encouraged in order to achieve political unity or economic development.

Additionally, political leaders are the ones who decide what language to be used in schools, what themes to study, and what language is to be used as a medium of communication with other countries. A conference was given by UNESCO in 1951 which suggested that every effort should be made to provide initial education in the mother tongue.

On the other hand, Shapiro & Purpel (1998) claimed that society offers the collective cultural history, social scripts, and the language that form the context for these gendered identities. Our regional, social class, racial, gender identities are linked into a culture in which being upper class or working class, black or white, male, female, or homosexual have social significances.

Additionally, Kramsch (1993) said that ESL teachers in English-speaking countries can rely on their students who use the common language outside the classroom; while in other multicultural countries it does not happen. Consequently, there are serious cultural restrictions regarding the amounts of cross-cultural discussions. The teachers feel they can entertain their students by trying to use the insights of psycholinguistic or educational research day-to-day achievement of a lesson in their overcrowded classes.

Supplementary material (definition, importance and role)

According to Gower et al. (2005) supplementary materials are divided in two groups: Published and Authentic materials; the first one refers to the textbook and video, while authentic materials refer to anything that you can hear or read. For example: newspaper, magazines, poems, menus, etc; therefore, the use of both materials have an important role in the process of learning because they will facilitate the teacher to assist the students in acquiring new vocabulary, grammar structure, establish new concepts by making the class more interesting; consequently, the pupils will get better comprehension.

In this respect, Alatis (1989) defined the supplementary materials as a variety of authentic documents that provide help within the classroom environment and can compare with the natural acquisition environment in the foreign society. These materials are important because they support the students with the connection of previous knowledge from the world outside with the learning activity in the classroom.

In addition, the use of authentic documents from the print and electronic media has become available as they represent a new challenge for the teachers who are not updated as multimedia specialist. Therefore, the supplementary materials play a relevant role within learning because through their use, the teacher can observe the progress and needs of the learners as well as evaluate them. This leads to get better results in the teaching process.

Dash & Dash (2007) stated that supplementary materials are those devices which are quite helpful in improving the quality of teaching and learning; its importance lies in the fact that they supplement the teacher's word in making learning meaningful, joyful and efficient, in ensuring longer retention of facts learned and making reproduction

quicker, accurate, clear, and thus, breaks up the monotony of the classroom instruction. In addition, the role of these materials is to encourage the students to be in constant participation in order to achieve knowledge.

Types of supplementary materials (visual, audio, audiovisual, realia, and online)

Gower, et al (2005) classified the supplementary materials as follows: board, overhead projector, visuals, worksheets and work cards, cassette recorder, video, and computers.

The board is always found in a classroom, it does not matter if the board is white, black or green. It is an important tool that complements the teaching. On the other hand, the overhead projector (OHP) has increased its popularity; an overhead projector including a gapped text or pictures of characters in a story can be laid over the background scene.

Furthermore, visuals are the most common and real objects which sometimes are called “realia”. Visuals have a wide variety of uses such as illustration, demonstration of preposition of place in, on, under, behind, etc., besides, worksheets and work cards can be presented in many forms: sheets of paper photocopied, cue cards, role cards, home-made games, etc.

In addition, the cassette recorder is a very useful tool employed by the teacher; many text books and other published EFL materials are accompanied by cassettes, inclusive the teacher can bring authentic audio materials heard on the radio, songs, etc. However, video cassettes are very common and can add variety to the class. Therefore, the students can focus better on the lesson.

Another supplementary material is the computer, the teacher has to make sure that the students can manage it; for example, how to switch it on and off, how to access and store information, how to use the menus, etc.

To this respect, Acero et al. (2007) mentioned that the supplementary materials such as: realia that is the material used by the teacher can be seen and touched by the students. Realia is essential for improving the learning; these materials can be objects, specimens, relics, replicas and exhibits.

On the other hand, audiovisuals are audio and visual resources such as: video tapes; they are used to demonstrate, record, and play data. Video cassettes are used to collect, store, and reuse; while videodiscs have a larger storage capacity than playing records. Also, video games are interactive and make use of a microcomputer to respond to a player's move within a move of its own; and microcomputer resources are where computers have been integrated into instructional methods to build a sense of inquiry among learners, to explore and to improve thinking skills.

Additionally, Corbett (2003) established that visual aids can be used at all levels of language learning, and they bring into the classroom those objects which are impossible to demonstrate inside, for example: giraffe, elephant, etc.

Photographs are used to describe and speculate what happened or what is going to happen; therefore, the students will improve their writing and speaking skills. The analysis of images can exploit pictures from a variety of sources such as: newspaper, magazine, postcards, art paintings, etc.

Multiple studies relate to the topic of this research have been conducted in different countries. In this section, five of these important studies are presented to provide a useful contribution to the theme.

The first study was conducted by Sato & Suzuki (2010) in a University in Tokyo-Japan, where 24 EFL learners participated. The purpose was to determine whether visual glosses are more effective in the comprehension of spatial prepositions rather than long term retention of vocabulary as well as the types of image schema that are more effective as multimedia glosses.

The learners were randomly divided into two groups -control and experimental- and then they were given several tests: to write twenty spatial prepositions related to the context which they were instructed to use the dictionaries within a predetermined period of time, a multiple choice test. The scores were analyzed using t-test and two-way ANOVA to validate the null hypothesis.

The conclusion of this study reveals that there is no difference in the linguistic knowledge of spatial prepositions between control and experimental groups or between the use of planar schematic image and that of multi-media oriented tridimensional image in EFL prepositions learning. However, it was also found that there is no statistical difference between planar and 3D dictionaries.

However, this present study limits its focus to the examination of Taiwanese college teacher's nonverbal immediacy behaviors in relation to student's motivation for learning English.

Furthermore, there is another study that examined the usefulness of the teaching aids. This is the case of Aryadoust & Lashkary (2009) who investigated the use of teaching aids on lexical acquisition. This quantitative research was done in Iranian universities in which fifty two advanced EFL learners between 18 to 24 years old participated. They were assigned in two groups: treatment and control groups. The treatment included the use of videos, flash cards and dictionaries.

The participants received more than 600 hours of formal instruction and an experienced teacher was selected to teach both groups in which the instructor used the same method and activities to teach new vocabulary, but the control group did not have access to books, flash cards, and video films. After teaching the materials, the teacher played the video film which was associated with the new words. As a result, a test was given to both groups.

The author concluded that using educational teaching aids such as books, flash cards, video films, and dictionaries, in a controlled manner, improved the participant's grasp of vocabulary better than when the participants did not use these techniques.

Adeyanju (2003) conducted a study in different basic primary and secondary schools from urban and rural areas. The purpose was to find out the level of agreement or disagreement to a fourteen item questionnaire as well as the quality and types of teaching aids that teachers used in teaching their lessons. Eighty trained teachers with fifteen years of experience, who were teaching in twenty different primary and secondary schools, were the participants.

It was concluded that whether those on training or those that have qualified, perceive the use of learning aids in teaching as advantageous to the teacher and to the students. Their use reduces the talk and chalk method of teaching. Also the teachers improvised teaching aids for their teaching.

They also borrowed some learning aids from the Ghana Education Services and from other schools. Nevertheless, the limitation of the questionnaires was due to the extensive questions and the time the teachers took in completing the task and submit the information.

Another interesting study that focused on the implementation of supplementary materials in teaching process is the use of You-tube done by Kelsen (2009) the research was done in Taiwan; sixty nine were the participants who received a questionnaire regarding gender, access to computers and experience with You-tube. They used two video clips as an example of supplementing the textbooks which covered interesting places in the world.

At the end of the study only sixty two were males and thirteen were females in which the 92% of the males and 84% of females had access to the computer outside of the classroom, and 56% of them used You-tube moderately as well as 96% of the class considered You-tube as a very interesting tool to be applied effectively in the process of learning.

Kelsen (2009) concludes that generally speaking, learners found the experience of using YouTube to be relevant, beneficial, interesting and motivating in the classrooms. However; the limitations were that the questionnaires were written in English only and small sized in terms of the female students, it was difficult to make comparisons and analysis.

Finally, Son (2008) claimed that his study was conducted in an Australia University, where 12 ESL students participated. The purpose was to investigate what was the usefulness of the web activities in the ESL classroom. The participants were divided in four groups.

Each group was made up of students from different nationalities; the instructor then wrote on the board the online dictionary Web site and gave them the assignment sheet that contained three activities such as: pre-created web activities for grammar, vocabulary, reading and listening which required the use of the web site to produce outcomes.

The researcher concluded that the students showed positive attitudes toward the use of the Web, agreed that they enjoyed the web activities and would like to use more Web-Based Language Learning (WBLL) activities during and outside class time.

RESULTS

Quality Tabulation

Chart one: Type of supplementary material used in the public high school.

Variable	Indicators	Yes	No
Visual	flash cards	✓	
	power point presentations		✓
	maps	✓	
	pictures	✓	
	charts	✓	
	handouts	✓	
	posters	✓	
	word cards		✓
	white/black board	✓	
Audio	songs		✓
	dialogues	✓	
	stories		✓
	tales		✓
Audiovisual	videos	✓	
	movies	✓	
	documentaries		✓
Realia	objects (toys, plants, fruits)	✓	
Online	websites	✓	

Author: Cecilia Verónica Freire

Source: ESOL level 1, 2, and 3 of high school.

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

Variable	Indicators	Yes	No
Visual	flash cards	✓	
	power point presentations	✓	
	maps		✓
	pictures	✓	
	charts	✓	
	handouts	✓	
	posters		✓
	word cards	✓	
	white/black board	✓	
Audio	songs	✓	
	dialogues	✓	
	stories	✓	
	tales		✓
Audiovisual	videos	✓	
	movies	✓	
	documentaries		✓
Realia	objects (toys, plants, fruits)	✓	
Online	websites	✓	

Author: Cecilia Verónica Freire

Source: ESOL level 1, 2, and 3 of high school

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.
Visual	flash cards			✓	✓						
	power point presentations										
	maps										
	pictures							✓	✓		
	charts										
	handouts									✓	X
	posters			✓	✓						
	word cards										
	whiteboard	✓	✓			✓	✓	X	X	✓	✓
Audio	songs										
	dialogues							✓	✓		
	stories										
	tales										
Audiovisual	videos			✓	✓						
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)									✓	✓
Online	websites	✓	✓								

Source: ESOL level 1

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.
Visual	flash cards					✓	✓				
	power point presentations										
	maps			✓	✓						
	pictures										
	charts							✓	X		
	handouts	✓	✓								
	posters										
	word cards										
	whiteboard	✓								X	X
Audio	songs										
	dialogues					✓	✓	✓	✓		
	stories										
	tales										
Audiovisual	videos			✓	X						
	movies									✓	✓
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites					✓	✓				

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

Author: Cecilia Verónica Freire

Source: ESOL level 2

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts							✓	✓		
	handouts			✓	✓	✓	X				
	posters										
	word cards										
	whiteboards								✓	✓	✓
Chart five: Pertinence and appropriateness of the supplementary material used in public high schools.											
Audio	songs										
	dialogues	✓	✓					✓	✓		
	stories										
	tales										
Audiovisual	videos			✓	✓						
	movies					X	X				
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites									✓	✓

Author: Cecilia Verónica Freire

Source: ESOL level 3

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.
Visual	flash cards	✓	✓								
	power point presentations										
	maps										
	pictures					✓	✓			✓	✓
	charts			✓	✓						
	handouts									✓	✓
	posters										
	word cards					✓	✓				
	whiteboard	✓	✓					✓	✓	✓	✓
Audio	songs										
	dialogues									✓	✓
	stories										
	tales										
Audiovisual	videos					✓	✓				
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)			✓	✓			✓	✓		
Online	websites	✓	✓	✓	✓			✓	✓		

Author: Cecilia Verónica Freire

Source: ESOL level 1

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.
Visual	flash cards										
	power point presentations			✓	✓						
	maps										
	pictures										
	charts	✓	✓					✓	✓		
	handouts									✓	✓
	posters										
	word cards							✓	✓		
	whiteboard	✓	✓	✓	✓	✓	✓	✓	✓		
Audio	songs										
	dialogues	✓	✓			✓	✓				
	stories										
	tales										
Audiovisual	videos										
	movies									✓	✓
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites			✓	✓	✓	✓				

Author: Cecilia Verónica Freire

Source: ESOL level 2

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.
Visual	flash cards					✓	✓				
	power point presentations			✓	✓						
	maps, pictures, charts	Chart eight: Pertinence and appropriateness of the supplementary material used in private high schools.									
	handouts					✓	✓				
	posters										
	word cards							✓	✓		
	whiteboard	✓	✓								
Audio	songs	✓	✓								
	dialogues			✓	✓						
	stories							✓	✓		
	tales										
Audiovisual	videos					✓	✓				
	movies									✓	✓
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites	✓	✓					✓	✓		

Author: Cecilia Verónica Freire

Source: ESOL level 3

QUANTITATIVE TABULATION

Chart nine: Frequency of use of supplementary material in ESOL level1

Variable	Indicators	Public	Private
		f	f
Visual	flash cards	1	1
	power point presentations		
	maps		
	pictures	1	2
	charts		1
	handouts	2	
	posters	1	
	word cards		1
	white/black board	4	3
Audio	songs		
	dialogues	1	1
	stories		
	tales		
Audiovisual	videos	1	1
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)	1	2
Online	websites	1	3
TOTAL		13	16

Author: Cecilia Verónica Freire

Chart ten: Frequency of use of supplementary material in ESOL level 2

Variable	Indicators	Public	Private
		f	f
Visual	flash cards	1	
	power point presentations		1
	maps	1	
	pictures		
	charts	1	2
	handouts	1	1
	posters		
	word cards		1
	white/black board	2	4
Audio	songs		
	dialogues	2	2
	stories		
	tales		
Audiovisual	videos	1	
	movies	1	1
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites	1	2
TOTAL		11	14

Author: Cecilia Verónica Freire

Chart eleven: Frequency of use of supplementary material in ESOL level 3

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		1
	power point presentations		1
	maps		
	pictures		
	charts	1	2
	handouts	2	1
	posters		
	word cards		1
	white/black board	3	1
Audio	songs		1
	dialogues	2	1
	stories		1
	tales		
Audiovisual	videos	1	1
	movies	1	1
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites	1	2
TOTAL		11	14

Author: Cecilia Verónica Freire

Chart twelve: Frequency of use of supplementary material.

Levels	Public (f)	Private (f)	TOTAL	
			f	%
ESOL level 1	13	16	29	36
ESOL level 2	11	14	25	32
ESOL level 3	11	14	25	32
TOTAL	35	44	79	100

Variable	Indicators	ESOL 1	ESOL 2	ESOL 3	TOTAL	
		f	f	f	f	%
Visual	flash cards	1	1		2	6
	power point presentations					
	maps		1		1	3
	pictures	1			1	3
	charts		1	1	2	6
	handouts	2	1	2	5	14
	posters	1			1	3
	word cards					
	whiteboard	4	2	3	9	26
Audio	songs					
	dialogues	1	2	2	5	14
	stories					
	tales					
Audiovisual	videos	1	1	1	3	8
	movies		1	1	2	6
	documentaries					
Realia	objects (toys, plants, fruits)	1			1	3
Online	websites	1	1	1	3	8
TOTAL		13	11	11	35	100

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

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Variable	Indicators	ESOL 1	ESOL 2	ESOL 3	TOTAL	
		f	f	f	f	%
Visual Chart fourteen: Frequency of used material in the private senior high school	flash cards	1		1	2	5
	power point presentations		1	1	2	5
	maps					
	pictures	2			2	5
	charts	1	2	2	5	11
	handouts	1	1	1	3	7
	posters					
	word cards	1	1	1	3	7
	whiteboard	3	4	1	8	18
Audio	songs			1	1	2
	dialogues	1	2	1	4	9
	stories			1	1	2
	tales					
Audiovisual	videos	1	1	1	3	7
	movies			1	1	2
	documentaries					
Realia	objects (toys, plants, fruits)	2			2	5
Online	websites	3	2	2	7	15
TOTAL		16	14	14	44	100

Author: Cecilia Verónca Freire

Description, Analysis, and Interpretation of Results

This section contains the qualitative and quantitative analysis and interpretation of the results acquired from the data collected from the public and private high schools. The qualitative analysis describes the characteristic based on the pertinence, appropriateness, and quality of each supplementary material employed by the instructor in each observed class. With respect to the quantitative analysis it was focused on the tabulation, frequency, and the comparison of the materials used in the classrooms from the three different levels in both institutions.

Qualitative Analysis

Public High School

ESOL level 1

Flashcards

In the second class observed, the topic was *Animals* which objective was to teach vocabulary for animal names. The teacher walked around the class showing the image of the animals that can walk, run, crawl, swim, fly, hop and climb. The instructor said the name of each animal as he pointed to the flashcard; he also asked them by indicating on the card “What is this?” Therefore, he was eliciting the students to respond.

Dhand (2008) stated that flash cards are useful as they allow factual information to be learned in an enjoyable fashion.

The use of the flashcards was pertinent because the cards were related to the topic of the lesson and its objective. Through this material the teacher could illustrate the animals that can run, climb, hop, fly, swim, etc. In this way, the flashcards showed that they are easy to use as they caught the students' attention which was reflected in their participation.

It was also appropriate according to the learner's level. Even though they had knowledge from previous classes, the cards assisted them to store in their brain by visualizing the images. Therefore, the students increase a wide vocabulary with respect to the topic and would meet the teacher's objective.

In addition, the quality of the flashcards was in good conditions, easy to manage and understand as the learners could visualize the animals and its actions clearly. This allowed the instructor to teach new vocabulary in a suitable way.

Pictures

During the fourth class, the theme was *Weather* and the purpose was to explain weather changes due to the seasons and weather changes daily. The teacher formed four groups and gave one image at a time to each group to pass it around facilitating the students to observe each picture more carefully. Thus, he followed with oral repetitions.

This supplementary material was pertinent because the teacher assisted the pupils not only to distinguish the four seasons, but also to acquire a larger vocabulary by describing the different types of weather that occurred especially in New York. This

motivated the students to provide examples which helped the teacher with the class' objective. Corbett (2003) stated that pictures should be brought into the classroom showing those objects which are impossible to demonstrate.

Furthermore, the pictures for this class were appropriate to the pupils' level because through the images, they got a better understanding and they could associate the pictures with the vivid moments here and in their original countries. This captured their interest by participating in the class.

Even though the quality of these pictures was poor due of the wrinkle on the edges and the small size, the content was legible. However, this inconvenience did not affect the students learning because they could visualize the weather images for its content.

Handouts

During the third class, the given theme was *The Simple Past* and its design was to identify the past tense in verbs within the sentence by adding "ed" to the end of the verb. After the teacher explained the past of the regular verbs rules which ending in "ed", the instructor followed by giving a handout. The students had to complete each blank space with the simple past tense of the verb in parentheses.

The utilization of the handout for this lesson was pertinent because it was linked to the theme and its objective as this material was prepared with the rules of the past tense that the teacher explained. It also helped the instructor to identify if the students understood the topic or if the learners need to be reinforced with more activities based upon the past tense.

Additionally, it was appropriate according to the level of the students' proficiency because it allowed them to practice the verbs in the past tense within sentences. At the same time, the students received a feedback from the teacher what they got wrong in order to learn from their mistakes. As Dash & Dash (2007) stated that instructional aids should suit the age and level of students.

Regarding quality, this material was excellent because it was not only words, but also had pictures that illustrated the task which facilitated a better understanding and kept in their minds on the lesson. Therefore, the handout was successful in this lesson not only for the students, but also for the teacher.

In the fifth class observed, the given topic was *Adjectives* and its target was to determine an adjective in a sentence. The class began with a simple comment by the teacher such as: "Andres, I like your green shirt." In this way the instructor captured everyone's attention and he then proceeded with his presentation. Once the teacher finished, he gave the handout already prepared for this lesson. The learners had to choose the correct adjective order to be used in each of the sentences.

The use of this material was pertinent because the teacher designed with many examples based on adjectives. Through the handout the teacher could establish the concepts that he had previously taught. At the same time, he could notice if the students need more explanation and in which rules he had to work on it.

However, it was not appropriate for their level because the pupils got confused with the order of the adjectives as they had to correct more than four adjectives within a sentence, and the vocabulary used in the handout was high for their level of learning. In addition, the teacher should allow them to practice more either on the board

or verbally with three or four adjectives before the handout was given. This process is in order for the students to practice and memorize the sequence.

As far as quality of the handout is concerned, it was good, as well as contained enough sentences with many adjectives that the students could practice, but for a higher level as it was a little too advanced for them. Before the students can do this handout, it is needed for them to be introduced to more vocabulary by the teacher to make sure that is for the right level. Therefore, this handout had not met the teacher's general meaning.

Posters

In the second class the topic was *Animals* and its objective was to teach vocabulary of animal names. In order to continue with the lesson, the teacher reinforced it by using a poster with the animals' classification according to how they move and what they eat. The instructor had the students respond embedded questions such as: "Does a zebra run or fly?" Dash & Dash (2007) suggested that this aid must be done in a way that every student can see and respond to it.

The poster was pertinent because it helped the instructor to teach the correct spelling of the new vocabulary which was associated with the image next to the word. This visual material facilitated the instructor to obtain attention from the students and strengthened the vocabulary that already was introduced with the flashcards.

This supplementary material was appropriate for the students' level because the poster not only reinforced their knowledge with the vocabulary already taught, but also it collaborated to understand the animals' classification according how they move and eat. Therefore, learners could widen their vocabulary and this material could meet the proposed objective.

The quality of this visual aid was good since the teacher previously prepared it by using the whole space with images and clear writing, using different color markers, and the letters were large enough for the students to visualize the new words. The students could learn in a suitable way eliciting participation in class.

Whiteboard

In the first class observed the outline was *The Use of Was and Were* and its point was to explain the past tense structure of the verb “to be”. The instructor began the class by writing on the board a simple sentence like “I was in Italy last year”. He underlined with contrast colors of markers the different parts of the sentence. He also emphasized with the first and third person of the singular with some examples clarifying any doubts.

The employment of the whiteboard was pertinent because it helped the teacher to explain in a suitable way the use of was and were with plenty examples, in which the instructor showed in detail the rules about the first and third person of singular. As Gower et al. (2005) said that the board is an essential aid in order to acquire the maximum effect.

At the same time, the whiteboard was appropriate for the students’ age and level because the pupils could visualize all the detailed examples that the instructor wrote on the board. Therefore, they understood and established the concepts already taught by interacting with their participation in class.

Furthermore, the quality of this supplementary aid was good because the teacher made a good utilization with the planned activity not only for the sentences he had written, but also for his neat distribution and clear handwriting. This assisted the

students in understanding the teacher's explanation. Therefore, this lesson would reach its objective.

The third class observed was about *The Simple Past* which objective was to determine the past tense of the regular verbs and its rules. The teacher wrote on the board a few verbs, he then explained one by one when, how, and in which cases "ed" is added. He also wrote sentences to carry out his presentation.

The whiteboard was pertinent for this lesson because the teacher could present in a smooth way the rules of the ending "ed" for the regular verbs in the past form with multiple sentences in which the students could differentiate each rule. This aid elicited students to provide sentences for the teacher to write on the board which motivated the class.

With regard to appropriateness, this supplementary aid was appropriate as the learners would notice that the language that the teacher used was not sophisticated, instead was clear and understandable for their level. Furthermore, the whiteboard in this lesson helped the students to visualize much better the examples that the teacher wrote, which clarified any doubt that they might have reflecting learners' participation.

The quality of this visual material was sufficient as the teacher wrote his examples clear, neat and organized in which the students could observe without any inconvenience. The content of the sentences was written according to the objective of the lesson which facilitated the success of the lesson.

During the fourth class, the theme was *Weather* and the objective was to determine weather changes due to the seasons and weather changes daily. The instructor wrote on the board key words such as: cloud, fog, hail, lightening, sleet, snow, sun, wind,

etc. He then defined terms and provided examples of when students may have witnessed each type of weather.

The use of the whiteboard was not pertinent for this lesson. It was observed that this aid did not help the teacher to achieve the newly acquired words that were planned. The topic was easier to teach with pictures than the whiteboard. However, the students got distracted in this part which provoked boredom in the classroom.

Moreover, the whiteboard was not appropriate for their level because the pupils could not see the sentences well due to the low ink of the markers that the teacher used to write on the board. This caused distraction between the learners and they could not focus on the lesson. Dhand (2008, p. 24) said, “Legibility is important”.

In terms of quality, this supplementary material was very poor. The markers did not work properly even though the board was large and in good condition. Therefore, the learners could not visualize the examples that the teacher supplied, so this aid turned this part of the class bored and unsuccessful.

The fifth class observed was *Adjectives* and the objective was aimed to identify adjectives in a sentence. The teacher wrote on the board three words: apple, pencil, and eraser. He then said, “This apple is green, small, and sour” After that, he wrote under the word apple what he has just described. He then encouraged the students to describe the other words while he was writing on the board.

The whiteboard aid was pertinent because it facilitated the teacher to explain in written form the objects that he had described by using an easy vocabulary for the students so that they could understand the theme. This grabbed the learners’ interest and created an interacting environment with this material.

As for appropriateness, the whiteboard enabled the students to read the description of each word in a clear and organized way. Even though the examples that the teacher used on the board were too simple, the learners got the main idea of the concept because of the feedback the instructor used with more examples.

Additionally, the quality of the whiteboard was good inasmuch as the pupils could visualize clearly what the teacher wrote. During the utilization of this supplementary material, the class was interacting constantly, so this aid reached the teacher's objective.

Dialogues

In the fourth class, the topic was *Weather* and the purpose was to determine weather changes due to the seasons and weather changes daily. After the teacher introduced the class with pictures, he used a dialogue to strengthen knowledge. While they were listening, the teacher was pausing the CD and asked questions to make sure that they understood what they were listening to. The teacher went back and forth in order for the pupils to understand what they were missing. The instructor then played the complete dialogue.

The dialogue for this lesson was pertinent because it was related to the topic of the lesson and its objective which helped the teacher to support what he had explained. This audio assisted the instructor every time he was pausing as his purpose was to ask questions and for them to respond. In this way, he pursued his students to continue developing the listening and speaking skills.

At the same time, this audio material was appropriate for the students' level because it helped them to strive and focus in the dialogue that they were listening to by

answering the teacher's questions. This supplementary material assisted with the development of the two important skills. Therefore, it contributed with the lesson.

Moreover, the quality of this material was pretty good because the sound was clear and its content was focused on the topic of the lesson that helped the students to understand not only the content, but also the right pronunciation. Therefore, the students will be developing little by little the sense of hearing.

Videos

In the second class the topic was *Animals* and its purpose was to teach vocabulary of animal names. The teacher used a video from the Discovery Channel in which he showed the animals on the poster that he presented previously. The instructor frequently used a lot the pause button because every time an animal appeared, the teacher asked the students many questions such as: "Which animal is this?" "What do they eat?" "Are you able to have it at home?" And so forth, this provoked students' response.

The use of this audiovisual was pertinent because it focused on the topic of the lesson and its purpose. It helped the teacher to reinforce the knowledge that had already been explained and familiarize the students with the speed of the voice from the video. Therefore, through this material the students could keep the information in their brain not only by images, but also by listening as well.

It was appropriated for the level of the students as they could hear, see, and speak. The teacher asked a question each time he was pausing the video. The instructor was making sure that the learners understood the animals' video. Therefore, the students were practicing three of the four skills in order to learn the second language.

Furthermore, the quality of this material was good as the content was chosen from the Discovery Channel which was related to the theme of the lesson. Though the sound and the images were not high definition, the students could hear and see them with no problem; the teacher could meet his objectives. Gower et al. (2005) stated that videos can add variety and welcome change of focus in a lesson.

Realia

In the fifth class, the lesson was about *Adjectives* whose aim was to find out an adjective in a sentence. The teacher used an apple, pencil and eraser. The students could see and touch the three items. While he was describing the apple to the students, he was writing a list on the board. He then asked the pupils to describe the other two objects that he had on his desk; therefore, he elicited students' response.

The use of the realia was pertinent because it assisted the teacher in presenting the concept in a smooth way. He described the shape, color, and taste of the apple, provoking his pupils to answer the two other objects that he showed them. Therefore, this aid cooperated to the lesson's objective. Acero et al. (2007) said that realia is the material used by the teacher which the students can see and touch.

Regarding appropriateness, it was observed that this type of aid helped the students to see, touch even smell the real objects. This made it easier for them to form a description of the objects. Therefore, they are able to widen their vocabulary and write in more detail. In addition, they can store the information in their brain for a longer time.

In terms of quality, this supplementary material was excellent because the students learned in a true context of how to describe the order of the nouns and its order. Likewise, the materials used in this lesson were simple, but efficient in the learning process.

Websites

In the first class the topic was *The Use of Was and Were* and the aim was to explain the past tense structure of the verb “to be”. Once the teacher presented the past tense structure with some examples, he allowed them to use the computer that it has already set up a link in which the pupils had to fill the blank space with the proper word.

The website was pertinent because it was based upon the topic of the lesson and its objective. This material provided the teacher many activities for the students to practice in the use of “was and were” by filling the blank space with the correct word. The instructor could get their results in a fast and neat way as well as observe what it is needed to be strengthened.

In addition, the website was appropriate for the learner’s level because this material accomplished what they have learned in a practical and expedient way. They could see through the screen the correct spelling and associate with the pictures that each word had shown. Acero et al. (2007) indicated that computers explore and improve thinking skills.

The quality of this aid was good because the link had drawings that helped students to identify the correct word and since the students liked the updated technology, the teacher took advantage of this website by creating an interesting class.

Learning styles

According to the five observed classes in the ESOL level 1, the teacher used nine different materials such as flash cards, pictures, handouts, posters, whiteboard, dialogues, videos, objects and websites where the visuals learning styles prevailed over the mix styles he used.

Furthermore, it was noted that the teacher considered the visual technique the most direct way to capture the student's attention because through this style he can achieve the interest for the topic and storage information in their brain for a longer period of time. Therefore, he can obtain better results in the teaching process. As Dash & Dash (2007, p.124) claimed that, "Visual aids are those aids which appeal to the sense of vision or the eye."

Most of the supplementary materials used in level 1 were pertinent for the teacher because they helped him to present the class smoothly by catching students' attention by creating a dynamic class and avoiding boredom. Likewise, most of these aids were pertinent for the students as they were designed and chosen for their age and proficiency level which was reflected in their constant participation.

Even though the majority of the supplementary materials employed in this level 1 were pertinent for the teacher and appropriate for the students, there were some specific aids that in two different lessons did not work properly. Its content was too advanced or for the inconvenience with the markers as a result the students got distracted. With this in mind, it was observed that in four of the five classes, the teacher meet his objectives.

ESOL level 2

Flashcards

In the third class teaching the theme was about *Olympic Sports* and the purpose was to have a collection of new vocabulary on the topic chosen. The teacher began the class by revising the homework. She then displayed the cards with images of javelin, fencing, badminton, shot put, football, and basketball among others. The instructor made the students repeat the words to get familiar with the pronunciation. She

then asked, “Would you like to join the New York Knicks’ team?” Therefore, the instructor provoked the students’ response.

The flashcards were pertinent to the teacher because their content was linked to the lesson and its purpose which helped her to teach a new vocabulary through images of different sports. At the same time, she made them practice the pronunciation with the constant repetitions as individual and in chorus as well in order to familiarize them with the sense of the hearing.

Additionally, these flashcards were also appropriate to the students’ level because they could see the name and image of the sports through the cards that they already knew in their first language. Therefore, they could associate the sports with the images when the teacher asked them some questions in order to develop an interaction.

The quality of the flashcards was good because the sizes of the cards were medium. They were old, but in good condition, and the content was sufficient as they had many types of sports shown on the flashcards. Therefore, the pupils could visualize clearly the images of the different sports which helped them to increase their vocabulary.

Maps

During the second class eyed, the given topic was about *Natural Phenomena* and the goal was to identify common types of natural disasters, the injuries that they produced to the earth as well as vocabulary. The teacher presented the lesson by checking the homework. She then used the maps in which she gave a brief explanation of the different types of disasters that are produced by natural phenomena such as earthquakes, tornados, tsunamis, drought, etc. and how scientists use this data to learn information about the earth. While the teacher gave her explanation, she pointed to the areas where these disasters occurred.

The utilization of the maps was pertinent because it was linked to the content of the lesson that allowed the teacher to present this topic by pointing to where these disasters occurred engaging the students with a real cartographic map. She made encouraged the students to use their imagination and elicited them to participate in class by asking questions. Walker (2005) said that maps are great tools to help students organize their thoughts before writing.

Furthermore, the map was appropriate to the learners' level because they were very excited with the topic. Some of the students related these disasters that occurred in their countries and their economic impact. This facilitated a better understanding and raised a constant participation between them.

In terms of quality, the content of the map was very interesting because it captured the students' attention immediately. Although the map was worn by its constant use, it did not affect the students' learning because they were so motivated with this topic. Therefore, this supplementary material reached its purpose.

Charts

In the fourth class the outline was *Superstitions* and the objective was to learn some superstitions of the American culture as well as to develop writing and speaking skills. After the students worked with their partner on the dialogue, the instructor asked them to form groups of four students each and to build a chart of some superstitions that they knew of lucky and unlucky ones. For example, the four leaf clover is good luck while the number thirteen is bad luck.

The chart was pertinent as it backed up the topic that the teacher was dealing with. Thus, it helped the instructor to make activities in which the students had to work in

groups and share ideas with their classmates in order to develop writing and speaking skills.

Although the chart helped the students to interact in groups, it was not appropriate because at the moment of the presentation the students could hear but not see in the back of the classroom due to the small size. Therefore, the learners could not focus when each group presented their charts, unfortunately, this material did not help to achieve one hundred percent its objective.

The quality of this material was poor because the learners had to do the chart in their notebook as the class did not provide large sheets of paper. Due to the students did not bringing their own paper, the charts were only useful for the group. They were able to see it and share ideas, but not when they had to present for the whole class. Therefore, the chart did not succeed in its entirety concerning the targets proposed by the teacher.

Handouts

In the first class the topic was *Articles* and its purpose was to teach the two kinds of articles definite and indefinite. After the teacher explanation of definite article (the) which can be singular or plural and the indefinite article (a or an) which is singular and cannot be used with a plural noun, the instructor handed out sheets for the students to fill in each blank space with the proper article a, an, or the.

This handout was pertinent because it helped the instructor to teach the students some rules of definite and indefinite articles and to practice what they had learned. This handout allowed the instructor to determine if the students had some doubts regarding when they have to use the articles for singular or plural noun. Thus, the teacher

reinforced some rules at the moment that they were correcting the handout of the entire class.

In addition, this material was appropriate for the pupils' level of proficiency because the sentences provided in the handout were clear and understandable, which helped the students to practice and clarify the use of these articles. In this way the students could learn from the errors that were identified when the correction was done as a whole group.

The quality of this material was good because the sentences were designed according to their level. Even though there were no drawings in the paper work, the size of the letter was large and its content was very simple for the basic vocabulary that the teacher used. Therefore, this lesson met the teacher's goal.

Whiteboard

In the first class the given topic was *Articles* and the objective was to teach the two kinds of articles definite and indefinite. The teacher wrote on the board definite and indefinite, drew a bracket around each word and then placed the articles a, an, and the in their respective groups. Afterwards, the instructor explained the concept of definite and indefinite and followed with examples in which cases and how we have to use these articles.

The implementation of this supplementary aid was pertinent because it assisted the teacher in explaining when and what articles the students have to use in a singular or plural noun. The instructor was also very consistent in her explanation and could spread the information on the board. As Gower et al. (2005) stated that it is unusual to find a classroom without a board.

As far as appropriateness is referred, the whiteboard was not really helpful for the students' learning process. Even though the content was prepared for this level, the learners in the back could not appreciate what the teacher was writing due to the low ink of the markers which made it a little difficult in the lesson. However, they heard the explanation which helped them to develop the following activity.

In terms of quality of the whiteboard is concerned, it was poor due to the ink of the markers being worn out which altered the learning process. However, its content was very interesting because the examples that the teacher provided on the board were easy to understand. Therefore, this lesson did not reach its purpose one hundred percent.

In the fifth class beheld, the lesson was about a movie and its title was *Volcano* which purpose was to develop comprehension. The teacher wrote at the center of the board the name of the movie "Volcano" and gave them a brief capsule of what the movie was about. The instructor then let them watch the film for thirty five minutes.

As soon as the movie was completed, the teacher wrote some questions on the board such as: "What are the names of the main characters?" "In what city did the eruption take place?" "What do they do to protect people from lava?" "What would you do in this type of situation?" Therefore, the teacher elicited feedback from the learners.

The employment of the whiteboard was not pertinent because the teacher used this material to write only a few questions which she could tell verbally. Therefore, this aid did not help the teacher in the learning process for this specific lesson. Likewise, the whiteboard was not appropriate for the students' level and age as it did not contribute to the process of learning due to the little use; therefore, this material was not beneficial.

Nevertheless, the quality of the whiteboard was sufficient because it was in good conditions. However, there was not need to write on the board as the teacher could

ask the questions verbally. Therefore, this supplementary material was not as success in the class as the teacher had planned.

Dialogues

During the third class the outline was about *Olympic Sports* and the goal was to have a collection of new vocabulary on the topic chosen. After the teacher introduced the class with the flash cards, the instructor played the dialogue on her computer twice in order for the students to be accustomed to pronunciation of new words.

In addition, she asked them to open their books on page 65 which contained the dialogue and to work in pairs. After that little practice, the students read the passage in the front of the class where the teacher helped them with the mispronunciation.

This dialogue was pertinent because it was based on the topic of the lesson and its goal. This supplementary aid assisted the teacher to help the students develop reading, listening and speaking skills at the moment they practiced the dialogue with their partners. Thus, it helped the instructor to correct some error that learners mispronounced during their presentation. Therefore, the rest of the class could learn by one another's mistakes.

Furthermore, the dialogue was appropriate for the students because the vocabulary fit their level of learning. Thus, this aid helped the students to lose their shyness when they passed at the front of the class and conversed with their classmates. It also assisted them to practice pronunciation and be corrected by the teacher when they mispronounced new words.

According to the quality of this material was good not only for the clarity and sharpness of the sound, but also for its content that was based on the theme. This

supplementary aid facilitated to the students to practice and develop some skills for the learning process of the ESL.

In the fourth class the theme was about *Superstitions* and the design was to learn some superstitions of the American culture as well as to develop writing and speaking skills. This time the teacher began the class by asking “What do you wish for?” “When do you make wishes?” Provoking the learners response. She then played the dialogue on her computer for them to get familiar with the pronunciation.

Following that, the instructor asked the pupils to read the same dialogue that was in their books and to practice with a partner. Subsequently, the teacher had two couples read the dialogue, then in groups with each group reading one line and another group reading another line of the dialogue.

This supplementary aid was pertinent because it enabled the instructor to elicit a lot of interaction between the students as they have to work in partners as well as in groups. This material also helped the teacher to manage the class by organizing groups and make all of them practice and participate in class.

As for appropriateness, the dialogue allowed the students to learn superstitions that they had not heard in their countries which made them to acquire knowledge of the American culture. It also helped them to practice these new phrases in a real context engaging the language.

This material was very helpful because it allowed all the students to participate in class and practice pronunciation that will help to acquire fluency in the target language. Consequently, this supplementary material achieved the teacher’s expectations.

Videos

In the second class observed, the given theme was about *Natural Phenomena* and the objective was to identify common types of natural disasters, the injuries that they produced to the earth as well as vocabulary. After the teacher's brief explanation, he followed her presentation with a video from National Geographic in which the students were watching the disasters like earthquakes, tornados, tsunamis, drought, etc and their consequences.

The use of this audiovisual material was pertinent because it was related to the subject and its purpose. It helped the teacher to capture students' attention by presenting real images from National Geographic. Therefore, it facilitated the teacher to reinforce the previous explanation which was reflected in their participation.

As far as appropriateness is concerned, the images of the video were good, but its audio was low and the students could not hear the dialogue. However, the teacher explained the phenomena, which was very interesting due to many of these disasters happened in their original countries. Therefore, this material could not achieve its goal one hundred percent.

In terms of quality of the video, its content was excellent as the learners could only visualize it, but could not be heard properly due to the low volume that the video produced for its constant use. However, the topic was very interesting and motivated the students to associate the topic with the disasters occurred in their native land demonstrating their participation. Therefore, the teacher could not reach her objectives as she had expected.

Movies

The fifth class was about a movie and its title was *Volcano* and the aim was to develop comprehension. After the teacher gave them a brief explanation of what the movie was about, the instructor turned on the projector and let them watch the movie for thirty five minutes. Of course, she cut some irrelevant parts shortening the film. Once the movie was completed, the teacher asked them some questions about the film that they had seen such as: “What are the names of the main characters?” “In what city did the eruption take place?” “What do they do to protect people from lava?” “What would you do in this type of case?”

Therefore, the teacher provoked the learners’ participation. Dash & Dash (2007) stated that this audiovisual material can be used to make the learning experiences more concrete, more realistic, and more dynamic.

The movie was pertinent because it assisted the teacher to encourage her students to develop listening comprehension and speaking by selecting a film that would be liked by all. This supplementary aid facilitated that the instructor could determine if the learners understood the movie, by asking questions about the characters and the events that happened.

Furthermore, the movie was appropriate for their level of proficiency because they got involve with the target language and it forced the students to pay attention for better understanding. The images of the movie allowed the students to associate with the audio. Therefore, they were totally focused on the film.

In terms of the quality of the movie, this aid was good. Although the film was a little dull due to constant use, the movie had a lot of action from the beginning to the end which captured the students’ attention. Thus, it was observed that the movie

provoked interaction in class which helped the instructor to attain her objective successfully.

Websites

For the third class the theme was about *Olympic Sports* and the general meaning was to have a collection of a new vocabulary on the topic chosen. As soon as the teacher finished with the presentation of the flashcards, the instructor asked them to work on the computer. They had to complete in each blank space the name of the Olympic sport in the picture chosen from the list to the right. According to Acero et al. (2007) the computers impact on the learning process was through practical applications.

The link that the teacher used was pertinent because it was based on the topic of the lesson. This material enabled the instructor to teach the vocabulary of sports that the students did not even know existed. Through this visual aid the teacher could determine how many mistakes her learners had in an expedient.

Furthermore, the website was appropriate for their level because the pupils enjoyed this lesson as most of the class loved the sports. This material helped the students to visualize the images of the sports and associated with the words as well as the correct spelling.

The quality of this material was excellent because the vocabulary contained colorful and attractive drawings that illustrated the students for a better understanding which helped to acquire the new words in a suitable way. Therefore, the video reached the teacher's aim.

Learning Styles

In respect to the learning styles, the teacher in the ESOL level 2 used a range of eight different materials during the five observed classes such as flash cards, maps, charts, handouts, whiteboard, dialogues, videos, movies, and websites in which they were combined with other learning styles. However, the visuals predominated the lessons demonstrating that the teacher considered this style the most effective and interesting due to the sense of vision that will allow the students to acquire a greater knowledge.

In terms of pertinence is concerned, the aids were pertinent to teacher as they helped to support her explanation which ended with the students' feedback. However, not all of the materials were appropriate for the class because they did not work properly within the learning process. They had problems with the audio, the paper was too small or the aid was barely used. For this reason Dash & Dash (2007) sustained that the teacher should carefully visualize the use of the particular teaching material before their actual presentation.

Furthermore, there were four classes out of five in which the materials were not successful in the lesson that made the students distracted cause them to be unfocused in the classroom. Since the teacher employed more than one aid in each lesson, she could overcome the situation with the topics of the lesson as they were very interesting. However, not all the materials used in this level reached one hundred percent of the teacher's expectations.

ESOL level 3

Charts

During the fourth class the theme was about *Modals Verbs* and its aim was emphasized in teaching modals that express ability and their rules. After the teacher's

explanation on the board and the dialogue, she asked the learners to work in a group of three students each.

The instructor then handed out to each group a piece of paper of 50 x 50' in order to create a chart which had to be written sentences using the conversation from the dialogue that the students were listening to and then present it in front of the classroom.

The employ of the chart for this lesson was pertinent because it backed up the teacher previous explanation which cleared up any doubt that the learners could have. This material helped the teacher to form and work in small groups where the students could share and develop their ideas of what they understood from the dialogue. Therefore, they were helping each other.

Additionally, the chart was appropriate for the students' level because they could practice what they had seen on the board and what they heard from the audio which improved their knowledge. It also helped the students to develop not only reading, listening, but also speaking skills as they have to present the chart in front of the class with an explanation.

Nevertheless, the quality of this supplementary material was good. Even though the piece of paper was too small and the pupils could not visualize it especially who sat in the back of the class, the pupils could share information and lose their shyness when they had to present their chart. Therefore, the use of this aid met the instructor's purpose.

Handouts

The outline for the second class observed was *I have a terrible cold* and the lesson was aimed to acquire vocabulary, comprehension, listening and speaking. After

the students watched the video and had some opinions, the teacher distributed handouts in which the pupils had to complete a match activity and answer questions such as: “Have you ever had a cold?” “What do you do to treat a cold?”

In this way the teacher was eliciting the learners to write what they thought. The instructor then reviewed it as a group; therefore, the pupils expressed their own experience since they live in a country that most of the time of the year it is cold and the weather condition is very unpredictable compared to their original countries.

The use of this visual aid was pertinent because it backed up the instructor’s lesson of what the students had watched on the video. Thus they could match the activity that was illustrated with attractive and colorful drawings for catching the student’s attention. This handout also helped the teacher to identify how much of the video the learners understood as the task was based on the passage.

In the same way, the handout was appropriate for the students because it strengthened knowledge and helped the learner to acquire writing skills as they had to answer question about the video that they had previously seen. This was accompanied with their own suggestions and home recipes their countries used to heal a bad cold. Therefore, this aid made the class more interesting due to their participation.

Furthermore, the quality of this handout was quite good because both the match activity and the questions were related to the topic and it allowed students to express their thoughts through the writing. Consequently, the handout helped the teacher to overcome her purpose.

This supplementary aid was used in the third class which topic was *The Godfather* movie and the main objective was to develop listening and comprehension. After the students watched the movie and had a discussion, the teacher let learners work

in groups of four students each by providing a prepared handout to evaluate the students' comprehension. The students had to answer a cloze exercise.

The use of the handout was pertinent to the teacher because its content was based on the film, which helped her review some vocabulary by using a cloze task. Through this material the instructor could verify the learner's comprehension.

According to appropriateness, the handout did not help as much as the students required due to the words they had to complete were a little advanced for them and difficult to remember. This was demonstrated when they completed the activity.

In terms of quality of the handout for this lesson is concerned, the aid was good because its content had a good vocabulary to learn. However, it was too advanced for them, which caused to the students to be unfocused in the task. Therefore, this material did not contribute with the lesson as planned.

Whiteboard

The first class was titled *Graduation* and its goal was to practice speaking and to develop new vocabulary. The teacher began the class by checking the homework. She then wrote on the board the key words of the dialogue and explained their meaning. Thus, the instructor had them repeat such words making sure of their correct pronunciation.

The use of the whiteboard was pertinent because it supported the teacher in acquiring the new words for the learners by writing them on the board. She explained the meaning and repeated the words in order to get them familiar with their pronunciation. Dhand (2008) suggested that, "the teacher should use the board to write down new vocabulary words which come up in the lecture".

Likewise, the whiteboard was appropriate for the students' level as through this material the learners could visualize and practice the correct spelling of the words. Therefore, it helped the pupils to get a better understanding of the lesson. Moreover, the quality of the board was good because all of the students could visualize what the teacher had written since she wrote clearly and the type the lettering was large. As it can be seen, the whiteboard helped to reach the teacher's goal.

In the fourth class the given topic was about *Modals Verbs* and its objective was focused in teaching modals that express ability and their rules. The teacher began the class by revising the homework. She then wrote on the board the ability modals such as can, be able to and could. She explained them one by one when, how, and what circumstances are used them followed with examples and the instructor asked the students as well.

The use of the whiteboard was pertinent because the teacher was able to explain the modals that express ability by writing examples on the board. They were broken down and labeled with different color markers to catch the students' attention making it easy to understand.

The whiteboard was appropriate for the students' level because it helped the learners to visualize all the examples the teacher wrote on the board. This supplementary material also assisted the pupils to clarify when and how to use the modals as well as to develop the planned activity for this lesson.

Moreover, the quality of this material was good because the teacher distributed the board well and used different colors which captured the learner's attention. This was emphasized when the students provided their own examples. In this respect, Dhand (2008) said that, the teacher should make use of different colors but not so

many that it becomes distracting or difficult to look at. Therefore, the use of the whiteboard for this lesson was successful as it met the teacher's expectation.

The theme for the fifth class was *Could I ask a question, please?* And this lesson was focused to teach modals that express permission. The instructor began the class by writing on the board three sentences: "Could I try this coat on?" "Can I have something to drink?" "May I use your phone?" She then asked what all these sentences have in common, she had some feedback. However, the teacher pointed out that all the sentences that contained modal express permission such as: can, may and could.

Furthermore, the teacher underlined the modals verbs and explained that they are used according to the grade of formality. After that, she asked students to use them in a sentence. The teacher continued doing so until she covered each modal verb together as a class.

With regard to the pertinence of the use of the whiteboard, this material was a helpful tool as it was needed for the teacher to present the theme. Through this aid the instructor could explain with examples its grammatical structure as well as their rules. Therefore, the students were focused in the lesson reflected by their participation.

The whiteboard was appropriate for the pupils' level because it helped them to clarify the correct use of the modals. Even though they had some knowledge from previous classes, it was strengthen with the grammatical structure and examples that the teacher wrote on the board. Through this visual aid the students were engaged in the theme.

In addition, the quality of this material was great because the teacher distributed the space adequately and her handwriting has large and clear. Therefore, the

students had an excellent view to observe the grammatical structure and examples which assisted a better in understanding of the topic.

Dialogues

The first lesson observed the theme was *Graduation* and the purpose was to practice speaking and to develop new vocabulary. After the teacher introduced the class to the vocabulary, she played the dialogue for the students to get familiar with it. She then instructed them to practice the dialogue in their textbooks with a partner to role-play in front of the class.

She then asked some questions like: “What kind of behavior is mature and responsible?” “What do immature people do?” “What do you want to do after your graduation from school?” The students then practiced speaking.

The use of dialogue was pertinent because it assisted the teacher in having the students work in couples by practicing the conversation in order to present it in front of the class. This audio material also assisted the instructor to play forward the parts that the students could not understand. Thus, the dialogue provoked that the teacher made additional questions for the students to improve and develop speaking skill.

The dialogue was appropriate for the learners’ level of proficiency as they were very enthusiastic to answer the questions the instructor had asked. Since they were going to graduate shortly, the class was very motivated which produced a lot of interaction within the topic.

The quality of the dialogue was good because its content was very interesting. The vocabulary was simple which was easy to understand more thoroughly

the passage and the pupils could associate the dialogue with their everyday lives. As a result, the dialogue used in this lesson achieved the teacher's purpose.

The given topic for the fourth class was about *Modals Verbs* and its purpose was focused in teaching modals that express ability and their rules. After the teacher's presentation on the board, the instructor asked the pupils to work in group of three students each. Moreover, she played the dialogue on her laptop for the students to hear the passage and to acquire listening skills. While they were listening to the dialogue, the teacher asked them some questions to see if they followed it. The students then had to create a chart based in this dialogue.

The utilization of this aid was pertinent because the dialogue was based on modals verbs that helped the teacher to support in the students' understanding in a real context of what she had explained on the board. This material facilitated to grab the students' attention as the instructor stopped and asked questions them. This enabled her to facilitate a productive lesson.

The dialogue was appropriate for the learners because it helped the pupils to reinforce of what they had learned. The conversation that they heard was useful as it contained modals that express ability all the time. This supplementary material assisted the students not only to get familiar with the sense of hearing, but also with dialogue when they have to pass at the front of the class and role-play the activity.

In the same way, the quality of the dialogue was good because it was based on modals that express ability and its content emphasized realism. The sound of the audio was also clear and neat which facilitated the dialogue to be helpful in this lesson. As Dash & Dash (2007) mention that audio materials are aids that appeal to the sense of

hearing. With these devices the students can hear something- some speech, a song, a story, an event, etc.

Videos

The given topic for the second class was *I have a terrible cold* and the purpose was to acquire vocabulary, comprehension, listening, and speaking. After the preamble that the teacher did on the board, the instructor asked the students to watch a video which was based on three people. One of them had a terrible cold and the other two friends were visiting him so the conversation turned toward that direction. As soon as it was completed, the teacher had them work in groups of three students each to role-play in front of the class improving of what they had watched.

The employment of the video in this lesson as Dash & Dash (2007) said this aid presents both the sound and the vision. It was pertinent because it was related to the topic and the teacher let the learners practice a situation that would occur any moment in their lives. Therefore, the video helped the teacher to make this lesson more dynamic and engage the students in the target language.

Furthermore, the video was appropriate because the students learned what they should do and say in this type of conversation. They worked in groups of three students each and improvised what they saw on the video by role-playing for the whole class. In this way, this supplementary aid collaborated to obtain better results in the students' understanding.

In terms of the quality of the video, this material had a great sound and the images were clear. In addition, it was observed that its content was based in a real context, so the students could understand it better and improve their role-play for the class. Therefore, this video facilitated the success of the lesson.

Movie

In the third class observed, the teacher used a movie titled *The Godfather* and the purpose was to develop listening and comprehension. The students watched the movie, and once it was finished, the teacher asked some questions in order to open a discussion. The movie was not pertinent to the teacher because it did not help her to arouse the students' interest. They were distracted due to the boredom of the film. This supplementary aid did not collaborate for the process of teaching.

The movie was also not appropriate for the students' level. This film did not help much for the students learning because the content was too lengthy and boring. It was observed that when the teacher stopped the film to asked questions, they barely answered demonstrating no interest at all.

Additionally, the quality of the movie was very poor, the sound was terrible and the images were dull due to the wear and tear of the film. This material did not help the lesson to succeed; therefore, the teacher could not meet her objective.

Websites

During the fifth class, the given topic was *Could I ask a question, please?* And this lesson was focused to teach modals that express permission. Once the teacher finished his presentation on the board, she asked the students to work with the computer that had already set up a link for the learners to fill in the incomplete passage with the appropriate modals verbs. As soon as they finished, the instructor went over the task together as a class.

This material was pertinent because it assisted the teacher to select a link according to the topic, which contained a passage with a lot of modals. In addition, this

link helped the teacher to scrutinize the students' understanding by checking the task. Therefore, this aid was a helpful tool to acquire the language.

It was appropriate for the pupil's level because through this material the students could put in practice of what was explained on the board. Therefore, the learners had to pay attention when and how to use the modals in order to fill out the passage.

Moreover, the quality of this material was first rate because the content was excellent as the passage had a lot of modal verbs that express permission. Therefore, the learners could practice and learn from the error when they had to be corrected as a whole class. In addition, this supplementary material backed up the lesson's purpose.

Learning Styles

In regards the ESOL level 3, during the five observed classes the instructor combined the learning styles to acquire better results as she employed different type of the supplementary materials such as: visuals, audio, audiovisuals and websites.

As far as pertinence is concerned, the seven aids that the instructor used, six of them such as: charts, handouts, whiteboard, dialogues, videos and website helped the teacher to present and explain the planned lesson. This strengthened the students' knowledge and motivation in acquiring the target language in a suitable manner.

However, the movie did not help in one of the lessons because it was boring and the learners were easily distracted. This aid could not enable the teacher in the process of teaching that particular lesson. Therefore, As Acero et al. (2007) mentioned that the teacher has to select the activities and materials that will be most adapted to the age, interest, attitude and skills of the students.

According to the appropriateness, the supplementary materials that the teacher used in her class were very good for the students' level and age. Through these aids the pupils could visualize, hear and practice what the teacher had explained, which helped the students to clarify and understand the lessons.

Nevertheless, there were two aids that did not work properly with their learning process such as: video and handout as it distracted them due to its boring content. Therefore, it can say that the most of the supplementary materials used in these planned lessons were successful in the class, which was demonstrated in their participation.

Private High School

ESOL level 1

Flashcards

The first class observed the theme was *Comparatives and Superlatives* and the design was to identify comparative and superlative words in a sentence and learn its rules. The teacher presented the lesson through flashcards emphasizing in the comparative forms of the images. For instance, he showed three flashcards in which each card had a car in different sizes. Therefore, the instructor could make a clear example of the topic.

The employ of the flashcards was pertinent because allowed the teacher to explain the comparatives and superlatives in an easier manner. The flashcards had attractive and colorful images. This assisted the teacher to catch the students' attention, therefore, established these two concepts in the learners.

Moreover, the flashcards were appropriate for the pupils' level because this material helped them to visualize the examples of comparison the instructor had used. This supplementary aid also helped the students to associate with other nouns as they supplied examples to the class.

The quality of this supplementary material was first rate because the flashcards had bright colors, they were easy to manage and they were understandable to interpret which motivated and made the class more interesting. Therefore, the flashcards were successful in this lesson. Dhand (2008, p. 89) sustains that, "Flashcards can be easily used by individuals, by partners or by the whole class."

Pictures

The third class observed, the topic was *Occupations* and the aim was to develop vocabulary about professions. The teacher warmed up the class for 3 minutes. He then walked around the class by showing one picture at a time which contained different types of jobs. For each picture that the instructor pointed to, he asked the students to raise their hands and ask if they had someone in their family in that particular profession. There was a lot of interaction in the class as every time the teacher showed one image, at least one student raised a hand.

The use of this supplementary aid was pertinent because the pictures facilitated the teacher to present vocabulary of various types of professions with attractive images. This aid also helped the teacher to make the students associate the jobs held by their parents, friends and acquaintances. This material made the class very interesting.

Additionally, the pictures were appropriate for the students' level because they assisted them to acquire the correct name for the occupations in a suitable way. The

pictures allowed the learners visualize the different types of professions their relatives do for living. Therefore, they provided examples which made an interactive class.

The quality of this material was first rate because the pictures were clear, the size was large and overall the images were related to the topic. These characteristics made the students visualize and store in their brain the new vocabulary for a longer period of time. Therefore the pictures were successful tool in this lesson. Dash & Dash (2007) mentioned that pictures help to reduce excessive verbalism.

In the fifth class observed, the topic was about *Ways of Transportation* and its objective was to increase vocabulary regarding the different ways of traveling. In this lesson the teacher formed four groups each and gave each one the same set of pictures. The pictures were previously marked with a number at the top right corner.

When the instructor was giving the explanation, all groups were on the same page. He had them repeat the new words in individual and group forms as well. Therefore, the students got familiar with the pronunciation. According to Walker (2005) a picture is worth a thousand words, this tool helps make the complex skill more manageable since many students have difficulty with logic problems.

The pictures in this lesson were pertinent to the teacher because they assisted the instructor to show the students the different transportation people use for travel. This supplementary material allowed the teacher to form groups and had them repeated in order to correct their pronunciation.

Furthermore, the pictures were appropriated for the students' level because through them the students visualized, acquired new words and stored in their brain. This tool also allowed the pupils to interact within in the group by sharing ideas and helping each other.

Additionally, the quality of the pictures was excellent because they were clear, neat, and the images looked like they were taken by a professional photographer. This powerful tool helped the students to visualize and learn their pronunciation in a smooth way.

Charts

The outline for the second class was *Possessive Forms* and its goal was to teach how to form the possessive form for nouns and how to use the possessive adjectives correctly. The instructor initiated the class by warming up for three minutes. He then presented two charts; one of them had the possessive nouns with the regular and irregular nouns including singular and plural nouns with examples.

He explained some basic rules of how to form a possessive noun emphasizing that they have to add an apostrophe to the noun and then the letter “s”. He elicited the students to provide examples. After that, the teacher explained the other chart about possessive adjectives which had the subject pronouns with their respective possessive adjectives and examples.

The use of these charts was pertinent because they helped the teacher to explain the lesson by presenting all the points he wanted to teach in an orderly manner. The charts allowed the teacher to summarize the lesson which made the class more understandable. As Walker (2005) said, the charts make abstract ideas more visible helping the students to understand and remember concepts that are difficult to visualize otherwise.

These charts were appropriate for the students because they helped the learners to understand how to form possessives with single, plural, regular or irregular

nouns in an easier manner. These charts also assisted the students to have a clear vision as they were well designed.

It is important to mention that the quality of the charts was very good; these charts were well crafted not only for the size, but for the bright colors the teacher used to elaborate them as well as for their content. Therefore, they collaborated with the teacher's expectation.

Handouts

During the fifth class, the subject was *Ways of Transportation* and the objective was to add vocabulary regarding the different ways of traveling. After the teacher introduced the pictures to the class, the instructor proceeded to establish the new vocabulary by giving handouts to the learners. They had to fill in the blank spaces with the key words below the passage and find out those words in a puzzle already designed.

The employment of this visual material was pertinent because it assisted the teacher to strengthen the new vocabulary. The handout which contained a passage and puzzle were based on ways of transportation. This helped the teacher to determine their understanding.

Furthermore, the handout was appropriate for the students because the puzzle was a relaxing time for them as it was the practice of what the teacher explained with the charts. Therefore, this supplementary material reinforced the students' knowledge in an easier way.

The quality of this handout was good as the students learned the different ways of transportation. Through this material which contained a passage and puzzle, the

students fortified the new words in a humorous way and none of the students were bored in class. Therefore, this aid helped the teacher's aims.

Word cards

In the third class beheld the topic was *Occupations* and the objective was to develop vocabulary about jobs. After the teacher began the lesson with the flashcard, he formed groups of three students each and gave each one five cards to write sentences with those words.

The word cards were pertinent because they helped the instructor to show the learners how to write the key words correctly. It also allowed the teacher make the students work in small groups by writing sentences with the words. Therefore, the word cards contributed with the teaching process.

In addition, this material was appropriate for the pupils' level because the word cards complemented what they have visualized with the pictures. Thus, they helped the students to memorize the spelling of the words as they had to write sentences with them.

The quality of the word cards served well because the teacher designed them with a cloud shape and different bright colors. These characteristics grabbed the students' attention which helped with the process of learning in acquiring the target language.

Whiteboard/ smart board

In the first class the given topic was *Comparatives and Superlatives* and the objective was to determine comparative and superlative words in a sentence and learn its rules. Before the teacher presented his lesson with the flashcards, he warmed up the class for three minutes and then wrote the theme on the smart board.

After he initiated the lesson with flashcards, he wrote some examples on the smart board and explained when the words need to have added er, est, or when they have to use the word more. Also, he wrote the instructions to complete the handout. Likewise, the teacher let the students move to the front of the class to correct the handout by writing on the smart board. One student at a time wrote the complete sentence and the instructor asked the rest of the class “What is wrong here and why?”

The smart board was pertinent to the instructor because he used this aid to explain the outline in detail by writing multiple examples. This aid caught students’ attention by eliciting questions. The smart board assisted the teacher to write his instructions for developing the website activity as well.

Furthermore, the smart board was appropriate for the pupils because they were able to visualize what the teacher had explained. This aid allowed the students to write on the board their examples as well as to make corrections which helped them to learn from one other’s mistakes. The smart board also assisted the learners to visualize and read the instruction in order to complete the task.

The quality of this material was effective for the process of learning because the students could visualize what the teacher wrote. They practiced not only written skills, but also speaking skills as they had to read what they had written. The smart board contributed to the teacher’s explanation as was reflected by the students’ response. Dash & Dash (2007) pointed out that the use of proper materials helped the teacher to make his presentation concrete, effective, interesting, meaningful and inspirational.

During the fourth class the outline was about *Future* and the purpose was to teach the simple future structure. After the teacher initiated the lesson with some time expressions, he proceeded to write on the board “I am going to the library after school.”

He then broke down the sentence and explained with examples in which case you can use *going to*.

The employment of the whiteboard in this lesson was pertinent since it backed up the teacher's explanation and allowed for him to write the grammatical structure with many examples for the learners' comprehension. This tool assisted the teacher to encourage the students to provide sentences with the simple future tense by writing on the board.

Furthermore, the whiteboard was appropriate for the pupils' level because they visualized the broken sentences that the instructor wrote for a better understanding. This tool facilitated the students to clarify the use of "Going to". Therefore, this material helped the students to strengthen their knowledge in a comfortable way.

The quality of the board was pretty good because the teacher was neat in his handwriting and organized in his space as well. The whiteboard was an effective tool for the learning process due to the students visualizing the teacher's presentation. Therefore, this aid met the teacher's objective. Dhand (2008, p. 25) indicates that, "copying notes from the board can be an effective segment of a lesson."

The fifth class was about *Ways of Transportation* and its aim was to increase vocabulary regarding the different ways of traveling. As soon as the instructor presented the new vocabulary by showing the pictures, he proceeded to write examples on the board of the words for the students and had them repeat it.

The whiteboard was pertinent because it helped the teacher to make sure the students learned the correct spelling and the proper name of the transportation. This visual aid also assisted the teacher in having the students repeat the words that he wrote on the board.

In the same way, the board was appropriate to the learners because it facilitated through the vision to develop reading and writing skills. When the teacher had them repeat the words, their speaking skills improved. Therefore, this tool helped them to learn in direct and concrete form.

Furthermore, the quality of this supplementary aid was good because the instructor took up the whole board in an orderly manner and the pupils could see without inconvenience what the teacher had written down. As Dhand (2008) stated that the board plays an essential role in the logistics of teaching to a large group.

Dialogue

The topic for the fifth class was about *Ways of Transportation* and the purpose was to add vocabulary regarding the different ways of traveling. Once the teacher introduced the lesson with the pictures, he wrote on the board the new words and let the pupils complete the worksheet. The teacher then played a small dialogue on his computer. He had the students work in pairs where they had to read the same dialogue from their text book of what they had just heard.

The use of the dialogue for this class was pertinent because this material was based on the theme and it allowed the teacher to reinforce the new vocabulary that he presented with the pictures. This material assisted the teacher to let the students work in pairs and practice the conversation.

This supplementary material was appropriate for the students' level because the dialogue helped the students put into practice not only the listening and reading, but also the speaking skill. This tool was effective as it contributed with the planned lesson.

In terms of quality, the dialogue was pretty good because it had a high definition audio and its content was related to the topic. This facilitated to a better understanding of the lesson. Therefore, this supplementary material complied with the planned objectives.

Videos

In the third class the topic was *Occupations* and its goal was to develop a vocabulary related to employment. After the instructor introduced the lesson through the pictures, he let the learners watch a video that had images of the different types of professions that the teacher showed with the pictures previously. Furthermore, the students could see and hear the types of employment that their family or friends did for a living. The teacher then made them repeat those words as individual and as well as a chorus in order to practice the correct pronunciation.

The video was pertinent because it supported the teacher in showing the students the different types of jobs that people have. It also helped the instructor to strengthen the vocabulary that he taught with the pictures. Therefore, this supplementary material was a great tool in the process of teaching.

This audiovisual material was appropriate for the students' level because it helped the pupils to learn the proper name of the different professions that their family, friends or acquaintances have in this country or overseas. Through this practical aid the students could visualize and hear what the teacher taught previously. Therefore, the information is stored in their brain indefinitely.

Moreover, the quality of the video was very good not only for its high definition, but for its content that was related to the topic as well. This was an effective

and practical aid that supported the vocabulary previously presented. Therefore, it met the teacher's expectation.

Realia

During the second class, the topic was *Possessive Forms* and its aim was to teach how to form the possessive form for nouns and how to use the possessive adjectives correctly. While the instructor was explaining the basic rules of how to form possessives, he used real objects from the class as examples such as: pencil, laptop, projector, ruler, dictionary, students, etc. in order to strengthen what he was teaching.

The employ of the realia was pertinent because it assisted the instructor to teach the lesson with real examples which grabbed the students' attention. This made the pupils learn the possessives in a sufficient manner which was reflected in their feedback. Therefore, the realia created an atmosphere that was more dynamic and motivated.

The realia was appropriate for the students because it facilitated them to learn possessives in a real context, so that they could see, touch and smell the objects used in the planned lesson. This material helped the students to store information in their memories. Thus, the learners understood the concepts in an easy way. As Acero et al. (2007) mentioned, realia covers the tangible or visible things which work towards the aim of teaching.

Moreover, the quality of the realia was quite good because through these objects the learners acquired knowledge in a real context. The realia also helped the students to reinforce the topic. Therefore, this supplementary material contributed with the students' learning.

In the fourth class the theme was about *Future* and the objective was to teach the simple future structure. The teacher began the class by using a clock and let the students see and touch it. He then manipulated the clock hands in order to practice the time expressions.

The use of the realia was pertinent because it helped the teacher to introduce the lesson with a real object which was related to the subject. This object allowed the instructor to catch the learners' attention in order to present his lesson.

The realia was also appropriate because the students learned additionally some time expressions. The object used was tangible in which the pupil could see and touch. This material was easy to manage as well as understand. Therefore, the realia made the class more meaningful for the students in order to acquire the target language.

The quality of the realia was first class because the clock was large and students could see and touch. This material helped the pupils to learn the time expression in a real context. This facilitated to get a better understanding on the topic discussed.

Websites

In the first class the theme was *Comparatives and Superlatives* and this lesson aimed to identify comparative and superlative words in a sentence as well as learn its rules. After the teacher explained the lesson, he allowed them to work with the computer in which the instructor had previously set up a link in order for the pupils to practice what he had discussed previously. The students had to complete the correct choice of the word in ten sentences. Once the learners finished with the activities, the instructor made the correction with the whole class.

This material was pertinent because it allowed the teacher to accomplish the knowledge that he had explained. This supplementary material facilitated the teacher to determine the students' comprehension. It also assisted the instructor to obtain the task's results more expediently which was corrected as an entire class.

In the same way, it was appropriate because it helped the students to clarify some rules especially for those students who made mistakes when they selected the wrong answer on the computer. It also contributed to fortify the comparatives and superlatives concepts.

Furthermore, the quality of this link was excellent because it contained multiple pictures which were easy for the students to associate with the answers. This aid motivated the students to learn the target language as they were fond of computers. Therefore, this supplementary material reached the teacher's goal.

In the second class scrutinized, the theme was *Possessive Forms* and its purpose was to teach how to form the possessive form for nouns and how to use the possessive adjectives correctly. After the teacher explained the subject with the charts and used examples with the class, he asked them to work with the computer that had a page already set up which held matching activities. Column A had the words and column B had the concepts and the pupils had to place the correct letter next to the concept.

The implementation of this supplementary aid for this lesson was pertinent because it was based on the topic. This assisted the teacher to reinforce what he was previously taught with realia and charts. The website enabled the teacher to identify how much the students understood about the topic by completing the matching activity.

Considering the students' level it was appropriate since it contributed to support what they had learned. Besides, this tool clarified any doubts that pupils may

have had. Through the website the students completed the task in a neat and faster way. Dash & Dash (2007) stated that this type of material save time and energy for the teacher and the students.

Even though the quality of this aid was good for its content, it would have improved the lesson if the teacher had added some pictures to it. However, this material satisfied the class' objectives.

The fourth class observed, the given topic was about *Future* and its goal was to teach simple future tense structure. Fifteen minutes before the teacher finished his period class, he asked them to work with the computer that he already had prepared with a special link in which the learners had to change sentences from present tenses to future tenses. The teacher then corrected it as a group.

The employment of the website for this lesson was pertinent because it was based on a theme of the lesson and its objective. This supplementary material enabled the teacher to identify the pupils' weakness with respect to the future tense. Thus, the website allowed the teacher to have the students practice what they had learned.

In addition, it was appropriate for the students' level because this tool helped the students to strengthen the teacher' previous explanation as they had to change sentences to the future tense. It also facilitated the students in acquiring knowledge in a smooth and easy manner as the link was attractive in color and content.

The quality of this material was good because the link contained sentences for the students' level which assisted them in their comprehension. Thus, the linked used in this lesson collaborated for the students, so that they could practice and reinforce what the teacher had taught as well as it helped to reach the lesson's goal.

Learning Styles

During the five classes in the ESOL level 1, it was observed that the teacher took in consideration the different skills and needs that each student had. Therefore, he balanced the different learning styles as he used supplementary materials such as: visuals, audio, audiovisuals, realia and online by preparing his lesson plan with a wide range of aids. This combination of tools facilitated the students' learning comprehension. Woolfok (2010) stated that, there are eight multiple intelligences in which the teacher has to deal with in the classroom.

The supplementary materials such as: flash cards, pictures, charts, handouts, word cards, whiteboard, dialogues, videos, objects and websites were pertinent to the teacher because they helped him to present and explain the planned lesson. These tools also allowed him to make the students practice the different activities in a practical and smooth manner.

In addition, these supplementary materials were also appropriate for the students' level of proficiency as they assisted the learners to understand the concepts that the teacher had explained. These aids also helped them to strengthen knowledge in acquiring the second language.

As a result, the combination of all the supplementary materials employed in these five observed classes were excellent as the instructor used each tool properly in order to reinforce the students' comprehension and knowledge in the process of learning the ESL. Therefore, the teacher achieved his objective successfully.

ESOL level 2

Power Point

Past Participle was the outline for the second class observed and its purpose was to recognize and familiarize with the most common irregular verbs and how to form the past participle. The instructor warmed up the class during the first three minutes and then introduced the lesson with a power point presentation of five minutes. It embraced its structure, past participle verbs and examples from present tense to perfect tense.

As far as pertinence is concerned, the power point assisted the teacher to introduce the Past Participle structure in an effective manner as the power point had attractive colors and different type of letter which caught the students' attention. This visual material facilitated the instructor to explain briefly the concepts and rules. Therefore, the teacher covered all the points in a short period of time.

The use of the power point was appropriate for the students because they visualize in a neat, orderly and practical manner the Past Participle's structure and rules. Through this tool the pupils were engaged on the topic which helped them to get a better understanding.

In the same way the quality was excellent because the content was well elaborated with many colors. The relevant parts were with bold and pretty large types of letters. Therefore, this tool cooperated with the teacher's objective. Dash & Dash (2007) said that through the utilization of power point presentation, the teacher and the students saved time, energy and added beauty and color to the lesson.

Charts

In the first class the given theme was *Order a meal in the Restaurant* and the general meaning was to teach common phrases and questions used in restaurants. After the learners practiced the dialogue with their partners, the teacher had them work in groups of three students each. Each group built a chart based on things that occur when

they go to a restaurant. For example: number of people, booth, to-go box, smoking section, appetizer, waiter, etc., numbering them in the order they normally happen.

The chart was pertinent because it assisted the instructor in having the students to become familiar with common restaurant scenarios like getting a table, ordering, paying etc. which helped them to practice English for everyday use. This visual aid also enabled the teacher to have the learners work in groups as they had to build a chart and present in front of the class. Therefore, Dash and Dash (2007) claimed that materials give vividness to the learning situation.

In addition, the chart was appropriate because it helped the learners to use their creativity to build the chart and explain it to the class. This tool also cooperated with their understanding as the students visualized without inconvenience what they had presented. Therefore, this supplementary material facilitated to encourage them to participate in class which made a dynamic lesson.

The quality of this material was fine because the teacher provided a huge paper especially for these kinds of lessons and different color markers. Therefore, this material facilitated the students' presentation which helped to achieve the teacher's goal.

The topic of the fourth class was *Prefixes and Suffixes*. The main purpose was to widen the vocabulary by creating new words with prefixes or suffixes. After the board activity, the teacher asked the students to form groups of three students each and to create a chart using the base words that she wrote on the board. They had to build a chart with three columns: base word, suffix and prefix. The learners then presented it to the class.

The chart was pertinent because it was related to the theme which assisted the instructor to engage the students with the topic by using their imagination and

creativity in acquiring new words from the ones they already know. This supplementary aid also allowed the instructor to have the learners work in group for their presentation.

The chart was also appropriate because it supported the students to participate in groups, so that they could help each other during the elaboration of the chart. This tool facilitated that the students could visualize in a practical and smooth way what they had explained.

In the similar way, the quality of the chart was very good because the class was provided with construction paper and colorful markers. All the learners could visualize it from any angle throughout their presentation. This facilitated the students' understanding as well as met the teachers' aims.

Handouts

In the fifth class the topic was about the movie *Rush Hour* and its target was to develop writing, listening and speaking skills. After the students watched the film, the teacher furnished the worksheet that was composed of two parts. In the first, the students had to complete a multiple choice answer. For example, one of the statements was: "Inspector Lee had to rescue: a) her little friend b) her dog c) her father. And the second part, the teacher asked them to write four sentences about the movie using the present perfect tense.

The utilization of this handout was pertinent because allowed the teacher to determine how much the students understood the film. Through this material the instructor had the students develop writing skills by having them write sentences in present perfect tense.

Furthermore, the handout was appropriate for the students because it helped them comply in written form what they had watched. This tool facilitated the students to demonstrate their comprehension by developing both activities.

The quality of this supplementary aid was good. The handout was done in a green bright color to grab the students' attention. Its content was designed based on the film and according to their level of proficiency. Therefore, the handout contributed with the teacher's expectation.

Word cards

Prefixes and Suffixes was the theme of the fourth observed class and its purpose was to widen the vocabulary by creating new words with prefixes or suffixes. After the teacher checked the homework, she introduced the concept by engaging the students in a word-building activity. She prepared two sets of word cards. One set had base words written on them, and the other set had prefixes or suffixes.

The students had to form a meaningful word by looking around the classroom for their partner and using the prefix, suffix, or base word found on their word card. After they found their partner, they had to sit together and come up with five new words using the prefix and five new words by adding suffixes to the base word.

The word cards were pertinent because it allowed the teacher to introduce new vocabulary by developing a building-word activity. This tool assisted the instructor by having the pupils work in couples. This supplementary material also facilitated the teacher to engage the students on the topic as they showed their interest by their enthusiastic participation.

Where appropriateness is concerned, the word cards facilitated their understanding as they were presented in a creative manner. This tool helped the learners to form a meaningful word using prefix and suffix. Therefore, the word cards allowed the pupils to increase their vocabulary in order to acquire the second language.

In terms of quality, the word cards were excellent because they were elaborated with colorful paper and shape which attracted the students' attention. Through this material the students learned to build new words in an easy manner. Therefore, this material met the teacher's purpose.

Whiteboard

In the first class the topic was *Order a meal in the Restaurant* and the aim was to teach common phrases and questions used in restaurants. The instructor began the class by warming up for two minutes. She then wrote on the vocabulary on the board and had them repeat it in order to get familiar with the new words. At the same time, she asked the pupils to provide sentences using the new words.

The implementation of the whiteboard was pertinent because it enabled the instructor in teaching the key words for the lesson. Through this tool the teacher had them repeat the vocabulary in order to get familiar with the pronunciation. This aid also contributed with the process of teaching as the students provided examples for the teacher to write on the board.

The whiteboard was appropriate for the students' level because the entire class could acquire vocabulary by visualizing what was written. This supplementary aid also assisted the learners to practice and become familiar with the common phrases used in restaurants. Therefore, the students could visualize and learn the lesson in a smooth and practical manner

In addition, the quality of this aid was good because it was neat and the teacher was very organized within the space. Through the board the learners were able to appreciate better the vocabulary that they had to repeat. It was observed that the whiteboard achieved the teacher's expectations.

During the second class, the given outline was *Past Participle* and its objective was to recognize and familiarize with the most common irregular verbs and how to form the past participle. The teacher wrote some verbs on the board and continued explaining and pointing out the verbs and their different tenses.

Once the instructor noticed that the students felt comfortable, she asked them to form groups of four students each to play a race game at the board using past and past participle forms of irregular verbs. Therefore, the group that wrote the most correct words on the board was the winner. In this way, Walker (2010) mentioned that motivation is an important factor of acquiring a second language such as intrinsic motivation that refers to the internal desires to perform a particular task.

The handling of the whiteboard was pertinent because it supported the teacher in presenting a clear explanation of Past Participle by breaking down its structure and sentences. It also helped the teacher who had the learners play a race game on the board using the past participle forms of the irregular verbs. Therefore, the board enhanced the lesson to be productive for the pupils.

The whiteboard was appropriate for the students' level because through this traditional tool the learners could visualize what the teacher had written. It also helped them to acquire knowledge in a practical and fun manner as they played a race game which motivated them to understand the topic more thoroughly.

In terms of quality, the whiteboard was effective in the process of acquiring the target language due to the teacher used the board properly by writing clear and neat. Therefore, the students visualized the teacher's explanation from any angle. Additionally, this supplementary material fell within the established requirements.

In the third class the topic was *If I were a doctor, I would heal people* and the goal was to help students to recognize the structure of the conditional tense and use it in a conversation. The instructor began the lesson checking the homework; she then wrote on the board the following words, "If I were____, I would ____". Moreover, she explained that the phrase on the board was hypothetical which means it may or may not be real in the future.

Therefore, the words "If I were" are not true in this moment, but could be true tomorrow, next month, or next year. Once the teacher taught the conditional grammar structure, she wrote on the board a few examples and let students repeat, the teacher then asked them to move to the front to complete the pattern "If I were____, I would____."

The use of the whiteboard was pertinent because it enabled the teacher to explain and clarify the conditional grammar structure. This material also assisted the instructor who also had the students complete the pattern on the board which was corrected by the teacher.

The whiteboard was appropriated because it facilitated the students to visualize what the teacher had explained. This traditional material also helped them to practice by completing the pattern on the board. Therefore, this material assisted them in acquiring the ESL.

Consequently, the quality of the whiteboard was very good because the presentation was very well organized and the interest level of the audience was maintained by participating on the board. Therefore, this supplementary material established the learners' knowledge in regards to the topic.

To introduce the topic of the fourth class *Prefixes and Suffixes* the teacher used the whiteboard. The main objective was to widen the vocabulary by creating new words with prefixes and suffixes. The instructor began by writing at the center of the board the word *take*. The teacher then scattered all over the board: *par, re mis, im, in, un, ing, ed, ly, mal*. After that, she asked the students to use the appropriate syllables to produce new words with *take* in them. She also instructed them to use the dictionary to check if the words were found. Afterwards, she discussed the difference between prefix and suffix by referring to the board activity previously done.

The use of the whiteboard was pertinent because it assisted the teacher to write the title of the lesson in the center as well as multiple examples. This caught the students' attention by constructing new words with the prefix and suffixes.

The whiteboard was appropriate because the examples used by the teacher were simple and clear according to their level. Through this tool the students visualized the lesson which facilitated their understanding in an easy way. Therefore, the whiteboard made an interactive class.

The quality of the board was pretty good because the teacher used it in a different way by scattering all over the board with different color markers which grabbed the students' interest. This facilitated to meet the teacher's aims.

Dialogues

In the first class the outline was *Order a meal in the Restaurant* and the target was to teach common phrases and questions used in restaurants. As soon as the teacher finished with the board activities, she played the dialogue for the students to hear the flow of the conversation and to hear the pronunciation of the words.

The teacher then asked two students to read the same dialogue that they had in their textbooks for the entire class, following that, the students were instructed to practice in pairs. Each pair performed the role play of the dialogue for the class substituting their desired food items from the menu below the passage. Sejnost (2009) claimed that working in pairs encouraged the students to analyze, synthesize and evaluate what they have heard.

The use of the dialogue was pertinent because it assisted the teacher to motivate the pupils to practice the pronunciation and acquire vocabulary used in restaurants. This audio material helped the teacher by having the students work in pairs as they had to present the dialogue in front of the class.

The dialogue was also appropriate for the students' level and age because it facilitated them to practice and improve the dialogue as they had to substitute their desired food from the menu. This audio also helped them to get familiar in a real situation. Through this supplementary material the students demonstrated a strong positive feeling about the topic presented.

Additionally, the quality of the dialogue was pretty good because the audio was neat and its content was based on the topic. Therefore, the learners could practice in class which would help them further in using it in a real context. It was observed that the dialogue facilitated to reach the teacher's goals.

The topic of the third class was *If I were a doctor, I would heal people* and this lesson was aimed to help students to recognize the structure of the conditional tense and how to use it in a conversation. After the teacher explained the conditional structure on the board, she used her laptop to play the dialogue that belonged to the lesson. The students were instructed to work in pairs. They had to write down in their notebooks the conditions that they remembered from the dialogue and read them in front of the class.

The implementation of the dialogue for this lesson was pertinent because it was based on the topic of the lesson and the purpose which facilitated the teacher to strengthen the conditional tense from the previous explanation. This audio assisted the teacher by having the students work in pairs and develop language mastery.

Furthermore, this audio aid was also appropriate for the students' level of proficiency because through the dialogue the students could practice conditional tense not only with the hearing sense, but also to develop skills with the writing as they had to recognize the conditions within the conversation and write them in their notebooks.

The quality of this supplementary aid was very good the sound had clarity and the content engaged students to participate in class all the entire time. Therefore, this dialogue helped to achieve the teacher's purpose.

Movies

The activity of the fifth class was to watch the movie "Rush Hour" it was focused to develop writing, listening and speaking skills. The teacher let students view the film for a certain period of time. When the film was completed, she asked questions like: "Did you like the movie?" "Where is Inspector Lee from?" "Why did Carter help Lee?" etc.

The utilization of this film was pertinent because it allowed the teacher to engage the students in practical ways to acquire the target language. This film allowed the teacher to ask questions to the class in regards to what they had seen. Therefore, this audiovisual material facilitated the teacher by helping the students develop listening and speaking skills.

Likewise, the movie was appropriate for their level because through this visual material the students practiced their speaking skills as they had to verbally answer questions based on the film. This film that captured their undivided attention also pursued them to continue talking about the movie outside the classroom due to the comic content.

In addition, the quality of this film was not only high definition, but its content was also funny which motivated the learners to develop answers when the teacher asked the above questions. Dash & Dash (2007) said that movies are helpful because they provide a real-like experience.

Websites

In the second class the topic was *Past Participle* and its goal was to recognize and familiarize the most common irregular verbs and how to form the past participle. Once the teacher reviewed the principal parts of the verb form and discussed the time frames in which they occurred and other board activities. She also asked the students to do the quiz on the website where they had to complete the sentences with multiple choice answers in order to practice what the teacher had explained.

The use of the website in this lesson was pertinent because it assisted the teacher to reinforce in the students what she taught by choosing the correct form of the verb. Through this link the teacher checked the students' responses in regards to the topic. Therefore, this tool collaborated with the process of teaching ESL.

The website was appropriate for the students' level because the task was based on the past participle which helped them to practice. Through this link the students were able to develop what they had understood. This material also helped them to realize that some verbs did not follow common patterns making the verb in past participle form. Overall, the quality of the website was pretty good because the sentences were fit to their level and its content was colorfully illustrated that captured students' attention. These characteristics helped to meet the planned lesson's objective.

In the third class the given topic was *If I were a doctor, I would heal people* and the design was to help students to recognize the structure of the conditional tense and how to use it in conversation. Subsequently, the teacher explained the grammar structure on the board and practiced with a small dialogue, she then had the students work on the websites. Afterwards, they went over the corrections as a class. Sejnost (2009) said that the teacher must provide adequate time for students to discuss the problem and seek the appropriate solution.

The website was pertinent because its content was based on the topic of the lesson and objective. This assisted the instructor by having the students work in pairs helping each other by completing the sentence either using with first or second conditional form. Then the teacher walked around making sure they were on the correct path. Moreover, this website facilitated the instructor to obtain their task results immediately.

Furthermore, the website was appropriate for the students' level because it helped them to comprehend the grammatical structure of the conditional tense that the teacher had explained. Through this link the students demonstrated what they understood by completing the task.

In addition, the quality of this website was excellent because its content had sentences for the students to practice the conditional form. This link had colorful and larger letters that caught the students' interest. Therefore, the use of the website covered the teacher's expectation.

Learning Styles

In general terms, during the observed classes in the ESL level 2, the teacher considered the different learning styles of the students as she implemented visuals, audio, audiovisuals and online materials which the visual aids were prevailing over the others. The teacher also analyzed that these supplementary materials are useful instruments to motivate, incite and improve the learning process by demonstrating constantly students' participation. Lefever (1995, 2004) indicated that each person's style contains clues for developing natural abilities to the highest level.

Furthermore, the tools that the teacher used in her class were: the power point, charts, handouts, word cards, dialogues, movies and websites in which they were pertinent for the teacher as they allowed her to present new vocabulary, explain the outline and make them practice what they had learned.

These supplementary materials were also appropriate for the students' level as they facilitated to understand what they visualized, heard, read or written for the different tasks that they had to develop. Therefore, these supplementary materials used in these classes supported the teaching-learning process in acquiring the target language and attained her objectives successfully.

ESOL level 3

Flash cards

The topic of the third class was *Homophones & Homonyms* and the lesson was intended to teach through context the difference between pairs of commonly used English words that sound alike but have different spellings or meanings. The teacher warmed up the class for three minutes; he then passed out the flash cards and had the students match the word on their cards to the words posted on the board. For this reason Dhand (2008) stated that flash cards are an excellent technique because they provide the instant feedback through the self-checking device on the back of the cards.

The use of the flash cards was pertinent because it allowed the instructor to teach the learners in a smooth way to differentiate between homophones and homonyms by showing and pointing out the aid to the pupils. The flashcards assisted the teacher to introduce the words through a matching activity where the students had to participate.

As far as appropriateness is concerned, the flashcards were very useful for the learners' level because through the cards the pupils could distinguish the meaning of those words. They also supported the students to increase their vocabulary in an easy manner as they were comfortable to manage and interpret.

In terms of quality, the flash cards were good since they collaborated with the teachers' presentation and captured the student's attention for its attractive illustration that made it easier to interpret them. Therefore, this supplementary material facilitated the teacher's purpose.

Power Point

During the second class, the theme was *Passives* and its main objective was to teach passives and its grammatical structure in a sentence. The Teacher warmed up the class for two minutes; he then initiated the class through a power point presentation in

which he explained clearly the concepts and the grammatical structures of the active and passive voices with their respective examples.

After that, the teacher asked the learners questions as well as for some feedback of any doubts that they might have. Sejnost (2009) stated that through visual materials the teacher can encourage the students to visualize the principles or questions that emanate from the information provided to them during this phase of the lesson.

The implementation of the power point was pertinent because it was connected to the outline of the lesson and its purpose. It facilitated the teacher to present the passive and active voice concepts and the grammatical structures with examples. The power point also assisted the teacher to present the lesson in a neat and orderly manner, but overall to save time.

The power point was appropriate for the learners' level because the students visualized the teacher's presentation in which the concepts and grammatical structures were concrete and direct. This explanation facilitated the students' understanding.

Additionally, the quality of the power point was first class because the teacher designed these slides with all the points that were needed to cover the theme. It had examples that were broken down for better understanding. Therefore, this visual material collaborated to establish the teacher's goals.

Charts

In the second class the topic was *Passives* and it was aimed to teach passives and its grammatical structure in a sentence. Once the teacher explained on the power point the concepts and read the dialogue, he instructed the learners to work in groups of

three and build a chart in which the pupils had to change sentences from active to passive and vice versa.

The chart was pertinent because it was linked to the topic of the lesson and its aims. It facilitated the teacher to establish in the learners what they had learned. This visual aid also allowed the teacher to have the pupils work in groups of three by creating a chart and explain to the class.

The chart was appropriate for the students' level because it encouraged the pupils to participate in class by elaborating sentences with their group backing up one another. This tool also helped them to strengthen the passive and active voice they had learned by presenting the chart to the class. Therefore, the learners practiced writing and pronunciation as they had to read aloud and to be corrected by the teacher.

Additionally, the quality of the chart was great because the students visualized it without inconvenience as the learners elaborated the chart with different color markers on a large paper. Therefore this tool helped to achieve the planned lesson's objective.

During the fifth class, the teacher used a movie to develop listening, reading, writing and speaking skills and the title was *The Fifth Element*. After the learners watched the movie, the teacher instructed them to form groups of four students each and build a chart in which they had to summarize in sentences the most important points of the film. The pupils had to go to the front of the class to read and explain each point from the chart.

The use of the chart for this lesson was pertinent because it allowed the teacher to have the learners work in groups of four in which they shared their ideas to elaborate the chart. This audiovisual aid facilitated the teacher to notice the student's

comprehension by letting them summarize the most important points in the sentences and to explain to the class.

As far as appropriateness is concerned, the chart was effective because it helped the students to summarize the film in sentences. Through this visual material the students explained each point of the chart which captured the pupils' attention. Therefore, the students practiced all skills since they were actively participating.

In a similar way, the quality of the chart was very good because the construction paper in which they elaborated the chart was large and had bright colors. This caught the students' interest which backed up the teacher's objective.

Handouts

The theme for the third class was *Homophones & Homonyms* and its objective was to teach through context the difference between pairs of commonly used English words that sound alike but have different spelling or meanings. After the teacher showed the flashcards and watched the video, he handed out worksheets to the students for them to select either homonyms or homophones words to complete the passage. The instructor then corrected them as a group.

The handout was pertinent because it was linked to the topic of the lesson as its content had a passage with homophones & homonyms words. This visual material also assisted the teacher to back up what he had explained through the flash cards and video. Overall, this tool facilitated the teacher to check the students' comprehension by completing the passage.

This supplementary material was appropriate for the students' level because they practiced what they had learned in regards homophones and homonyms by

completing the task. It also helped the students to correct it as a group. Therefore, the students could learn by one another's mistakes.

Furthermore, the quality of this material was amazing, the teacher used a bright color paper, the letters of the passage were pretty big and the content was well designed for their level. Therefore, this supplementary material fulfilled the teacher's objective.

Word cards

In the fourth class the topic was *Making it up* and its target was to teach how to form phrasal verbs and the meaning of some of them. The teacher initiated the class by warming up the class; he then explained how the phrasal verb is formed; he then put the students to work in pairs and distributed previously written word cards with the phrasal verbs from the story. Every time the instructor mentioned the phrasal verb from the story, the learners had to tag the card on the board and define the meanings.

The implementation of the word cards was pertinent because the teacher designed those word cards in relation to the topic which assisted the instructor to teach the outline in a humorous way. This visual material facilitated the teacher by having the students participate in a game by tagging and defining the meaning of the phrasal verb.

The word cards were also appropriate for the pupils' level because the students acquired more vocabulary used often by the native speakers of the language. This supplementary material also enabled the learners to visualize in words the phrasal verbs the story had. Therefore, the word cards contributed with the learning process in acquiring the target language.

In addition, the quality of this supplementary material was good since the cards were created in large sizes with contrast colors both in the role as in the letter, creating the pupils' attention. Therefore, the word cards established the teacher's goals.

Whiteboard

The given topic in the first class was *I still haven't found what I'm looking for...* and the main purpose was to teach the present perfect in a suitable way. The teacher began the class by checking the homework; he then wrote on the board some verbs in the bare form and changed them to the past participle. At the same time, he explained the regular verbs' rules and emphasized that the most of the irregular verbs change its forms completely. Afterwards, he wrote the statement "I have written a letter" in which the teacher underlined each component of the sentence. He also used the board to write down some vocabulary for the song activity.

The utilization of the whiteboard was pertinent because this material allowed the teacher to explain the present perfect grammatical structures and its rules by writing multiple sentences on the board and by labeling its component. This assisted him to clarify gaps that the students may have had. The whiteboard also assisted the teacher to present some vocabulary of the song's lyrics.

Moreover, the whiteboard was appropriate for the students' level and age because through this tool they observed in detail what the teacher had explained. This facilitated them ask multiple questions regarding the present perfect grammatical structure and its rules and the teacher was able to clear some unknowns. It also helped the students to write it down in their notebooks what they had seen on the board.

In the same way, the quality of the whiteboard was very good because the teacher used this material in a tidy manner and his handwriting was clear. This facilitated

the students to take notes of what the instructor had written. Therefore, this aid established the teacher's purpose. As Dhand (2008) stated that the whiteboard is usually employed by the teacher to relay information for the learners to write it down in their notebooks.

Songs

In the first class observed, the theme was *I still haven't found what I'm looking for...* and the lesson was intended to teach the present perfect in a suitable way. After the teacher presented the topic on the board and performed the computer activity, he distributed the students the song lyrics which had blank spaces for the learners to complete. Furthermore, he played the song on his laptop three times, the first time he made pauses to fill the handout activity, the second time was to complete any words that were missing or that they did not understand and the third time he made the students sing.

The implementation of the song was pertinent because this audio material was close related to the outline of the lesson. This supported the teacher to reinforce the present perfect in a suitable manner by making the students listen and sing the song. Therefore, the students had a light relief from regular classes. Acero et al. (2007) said that a song related to the lesson may cap the activities for the day.

The song was appropriate to the learners' level because they had to listen to the song in order to complete the gaps that the lyrics contained and then sing the song. Therefore, this supplementary material captured the students' attention which facilitated the pupils develop listening, reading, writing and speaking skills in a smooth way.

Additionally, the quality of the song was great as its content had present perfect tense, the vocabulary was quite simple and the audio was clear. These characteristics collaborated for the learning process in acquiring the target language in a

suitable way. Therefore, it was observed that this audio aid met the teacher's expectations.

Dialogue

The second class the theme was about *Passives* and the purpose was to teach passives and its grammatical structure in a sentence. After the teacher presented the concepts on the power point, he played the dialogue on his laptop so the students can get familiarized with the pronunciation. He then asked them to underline the passive voice in the same dialogue that they had in their textbooks.

The dialogue was pertinent because it was linked to the topic of the lesson which allowed the teacher to strengthen the students' pronunciation by letting them listen and practice the dialogue in his laptop. This audio material also allowed the teacher by having the students create another activity in which they had to distinguish the passive and active voice by underscoring these two concepts.

As far as appropriateness is concerned, the dialogue made the learners apply their knowledge by underlining the passive and active voice in their textbooks. It also facilitated the pupils to develop the sense of hearing as they got familiar with its pronunciation. Therefore, this audio aid collaborated with the learning process in acquiring the ESL.

The quality of the dialogue was very good because the sound had high definition which led the students to comprehend their task much better. It was observed that this supplementary material reached the teacher's objective.

Stories

During the fourth class the given topic was *Making it up* and its objective was to teach how to form phrasal verbs and the meaning of some of them. After the teacher handed out the words cards to the pairs, the instructor let them read the story. Afterwards, he read out the story to the class slowly using gestures and miming to help the meaning. Each time the students heard a phrasal verb from the story, they placed the word on the board. After that, the teacher asked them some general comprehension questions about the text as well as to tell a story of their own experience from their youth.

The use of this aid was pertinent because through this story that was based on the topic of the lesson, the teacher could read with passion using gestures and miming making it easier to understand. This facilitated the teacher to engage the students on the topic which motivated them and led to their participation.

Furthermore, the story was appropriate because through this supplementary material the learners demonstrated their comprehension by answering the teacher's questions. Simultaneously it allowed the pupils to realize that verb plus particle has a different meaning than using each word separately. The story also helped the students to get familiarized with the sense of hearing by listening to the teacher's narration.

The quality of the story was excellent because it was full of the phrase verbs which made the students to practice and learn. This captured the pupils' attention that was reflected in their participation. Furthermore, this supplementary aid reached the teacher's goals.

Video

The theme for the third class was *Homophones & Homonyms* and its main purpose was to teach through context the difference between pairs of commonly used English words that sound alike but have different spelling or meanings. After the teacher

introduced the class with the flash cards and gave a brief explanation of the two concepts with examples, he utilized a video of two girls in which they using such words. While they were watching the video, the teacher took some notes.

Once the video finished, the teacher asked the learners what words from the video they considered homonyms and homophones. Thus, he opened a discussion. Dhand (2008) pointed out that after the film has been viewed, discussion and culmination activities are essential.

The use of the video was pertinent because it was linked to topic of the lesson and its purpose. This audiovisual material assisted the teacher to develop in the students the sense of hearing as they had to focus on what the girls in the video talked and showed simultaneously.

The video was also appropriate because the students learned to differentiate between homophones and homonyms words by listening and watching the video in which the two girls were showing objects and acting every time they mention either the homophones or homonyms. For example: pear- pair. In this way the images and the audio helped the students to clarify these words.

In addition, the quality of this aid was good because the images and sound were high definition. The words presented in this video were simple which collaborated with the students' learning. Therefore, this audio material achieved the teacher's expectation.

Movie

The fifth class, the teacher used a movie whose title was *The Fifth Element* and the main purpose was to develop listening, reading, writing and speaking skills. The

instructor began the lesson by playing the movie in the projector. While the students were watching the film, the teacher was taking some notes. As soon as they finished watching the movie, he asked key questions that he added to his notes to verify if they understood the movie. Dash & Dash (2007) stated that movies are a valuable tool as much as the teacher can make them.

The utilization of this aid was pertinent because through this film the teacher could check the students' comprehension by asking questions in regards the film. The movie assisted the teacher by having the students develop not only listening skills, but also speaking skills which created an interesting lesson.

The movie was appropriate for their level because the learners demonstrated a keen interest, they were quiet as they were watching, but they were also in suspense since the film was an action science fiction. This caught the students' attention which produced in them a dynamic participation.

Furthermore, the quality of the movie was excellent as it had high definition; this feature helped the students to visualize better the film. In addition, the students enjoyed the film which made easier for them to develop the listening and speaking skills. Therefore, the movie reached the teacher's objective.

Website

In the first class the lesson was about *I still haven't found what I'm looking for...* and the lesson was emphasized to teach the present perfect in a suitable way. The teacher instructed the pupils to work with the computer on a link that previously was set up by the teacher in which the learners had to fill the blank space with the verb in past participle from a multiple choice answer; the teacher then corrected the task as a group.

The link that the teacher used was pertinent because it was based on the theme of the lesson which assisted the teacher to support what he had explained by filling the blank space with the correct form of the verb. Through this supplementary material the instructor determined the students' comprehension in regards the past participle.

The website was also appropriate because it cooperated with the students' comprehension as they had to select the past participle verb form in the multiple choice answer. This supplementary material also allowed the students to correct the activity as a group. Therefore, this tool collaborated with the learning process to obtain the target language.

The quality of the link was good because the content was well chosen by the instructor to teach the present perfect. Therefore, this tool established the teacher's goals. Acero, et al. (2007) claimed that these types of material serve the purpose for which they are intended, they are able to contribute to motivating students understanding the lesson and reinforcing learning.

In the fourth class the theme was *Making it up* and it was aimed to teach how to form phrasal verbs and the meaning of some of them. In order to consolidate knowledge, the teacher instructed the learners to work with the link that he already established for this lesson on their computers. The students had to match phrasal verb and definition as well as they had to complete sentences with the proper phrasal verb. The instructor then reviewed the task as a class.

The use of the website for this lesson was pertinent since it was related to the theme as it made it easier to achieve the teacher's goal. This supplementary material allowed the teacher to verify the students' understanding by checking their matching

activity. In addition, this tool facilitated the teacher to obtain faster results from the phrasal verbs matching task.

The website was appropriate because it encouraged students to put more attention in defining the meaning as they had to match meaning with the phrasal verb. This facilitated the students to increase their vocabulary as they had to consider that the verb plus particle means another word and individually it has a different meaning.

Moreover, the quality of this aid was excellent because it had two activities, the first activity was a match the meaning with the phrasal verb and the second activity was to complete the sentence with a phrasal verb. This facilitated the students to strengthen to master the language. Therefore, this supplementary material met the teacher's purpose.

Learning Styles

According to the five observed classes in the ESOL level 3 the teacher considered the student's different learning styles to prepare his lesson plan as he used a combination of visual, audio, audiovisual and online aids considering the diverse needs and abilities his students have. Acero et al. (2007) stated, the learning materials should be prepared and must be appropriate for the activities.

Furthermore, he implemented in his class twelve supplementary materials such as: flashcards, power point, charts, handouts, word cards whiteboard, songs, dialogues, stories, videos, movies and websites in which he made a well use of each tool for all the observed classes. These resources assisted him in presenting his planed lessons and explaining them in a clear and smooth manner. In the same way, they facilitated him to determine the students' understanding by their responses.

Additionally, these tools were appropriate for the students' level and age as they helped the pupils to visualize, hear, and express what they had understood from the lesson which was demonstrated by completing the diversity tasks the teacher provided them. These aids also assisted them to work in groups in which the students shared ideas with one another and they learned by one another's mistake.

Therefore, the combination of all of these supplementary materials assisted the teacher and the students in the process of teaching-learning in acquiring the ESL in an easier and suitable manner. As a result, the instructor achieved his objectives without any inconvenience.

Quantitative Analysis

The data used in this investigation was obtained from the supplementary materials used by the teachers in public and private high schools in which three classes of different levels from each institution were chosen for the study. The instructors employed a variety of aids such as: whiteboard, charts, handouts, flash cards, power point presentation, pictures, word carts, posters, maps, dialogues, videos, websites, objects, songs, and stories. These elements were analyzed according of the frequency of use.

The findings of this research show that 36% is the equivalent of 29 supplementary materials used in ESOL level 1 which was distributed 13 for the public and 16 for the private. While in ESOL level 2 indicates 32% of the 25 frequency which means 11 for the public and 14 for the private.

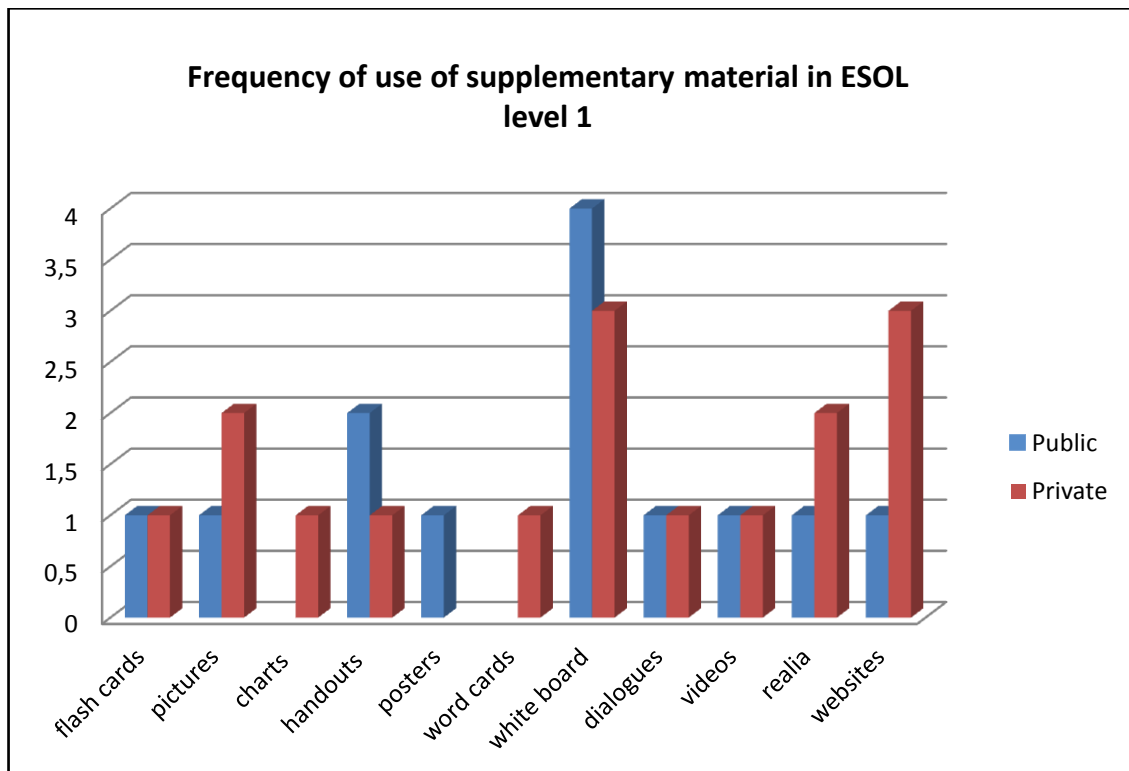
Likewise as the previous level, the ESOL level 3 throws the same result with 32% of 25 frequency which constitutes 11 for the public and 14 for the private. All of this represents a total of 100% of 79 frequency that were used during the observed classes in both high schools in which 35 materials were employed in the three levels of

the public high school and 44 aids were utilized in the three levels for the private high school.

As it can be seen from chart twelve the supplementary materials were used more frequently in the private high school than the public high school. However, both high schools used the same aids. The private high school obtained faster and more sophisticated aids for helping the students to be updated within the new era, while in the public high school, the learners used outdated aids and they waited additional time for budget approval.

The following section is a set of charts that offers a better view of the results acquired in this research:

ESOL level 1



Source: ESOL level 1

Author: Cecilia V. Freire

According to above chart, it can be seen that the teacher in the public high school in the ESOL level 1 used 13 out of 18 proposed materials where the whiteboard was used with a frequency of 4 times, continued by the handouts with a frequency of 2 times, whereas the flash cards, pictures, posters, dialogues, and objects were used one time during the five different observed classes.

On the contrary, the teacher in the private high school had the opportunity to employ 16 out of 18 proposed materials where the whiteboard and the websites were used with a frequency of 3 times each followed by the pictures and objects with a frequency of 2 times each that prevailed over the flash cards, charts, handouts, dialogues and videos that the instructor applied 1 time each.

In addition, the teacher from the public high school did not have the opportunity to use the charts and word cards as the instructor from the private high school did, instead he employed the posters. It is also important to take into account that both teachers used the supplementary materials combined in visual, audio, audiovisual, realia, and online in which the visual aid was predominated.

Furthermore, the students' survey from the public high school indicated that not all aids for this level were appropriate, as the pupils' preference would be materials that motivate the learning process; most of the students would like to be added in the classes: pictures, videos and work with the websites.

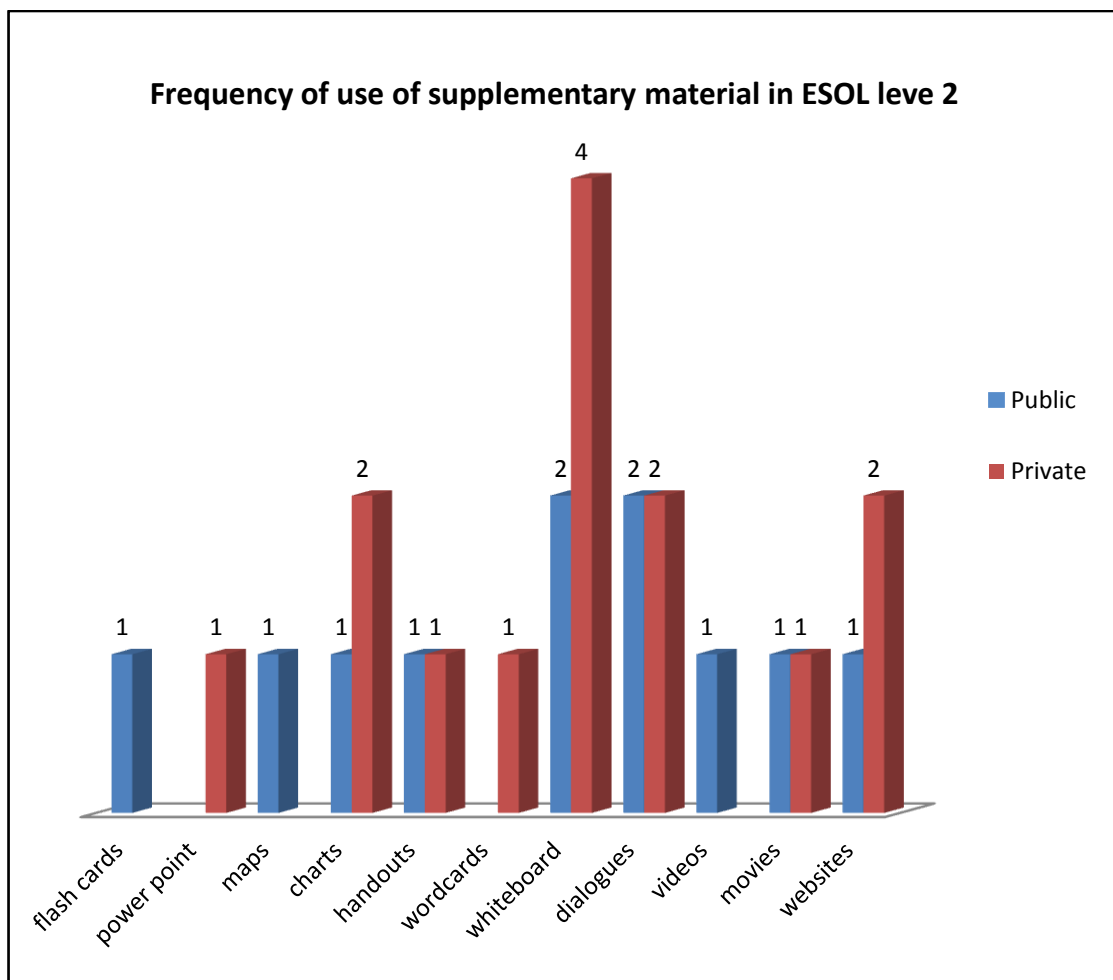
The teacher survey showed that in each class the materials were designed according to the lesson and student's learning styles, but unfortunately the time locked them in from developing more activities of how they wish to proceed with another aids.

On the other hand, the students' survey from the private high school demonstrated that they were more comfortable with the materials the teacher used

because they were always related to the topic engaged to the lesson. However, they preferred to use more of the websites in order to be updated with the technology.

The teacher' survey for this institution indicated that he considered the students' intelligence and preferred to teach his classes using whiteboard and websites because he can explain better and check their understanding through the exercises on the website in an easier and faster way.

ESOL level 2



Source: ESOL level 2

Author: Cecilia V. Freire

The statistic chart for the ESOL level 2 indicates that there were 11 out of 18 presented supplementary materials used by the teacher in the public high school. The whiteboard and the dialogues were the aids employed with a frequency of 2 times each over the flash cards, maps, charts, handouts, videos, movies and websites applied just 1 time each during the five different classes.

On the other hand, the total materials used in the private high school were 14 out of 18 proposed aids which the white board was used 4 times, followed by the charts, dialogues and websites with a frequency of 2 times each, over the power point, handouts, word cards and movies that the instructor utilized just one time during the observed classes.

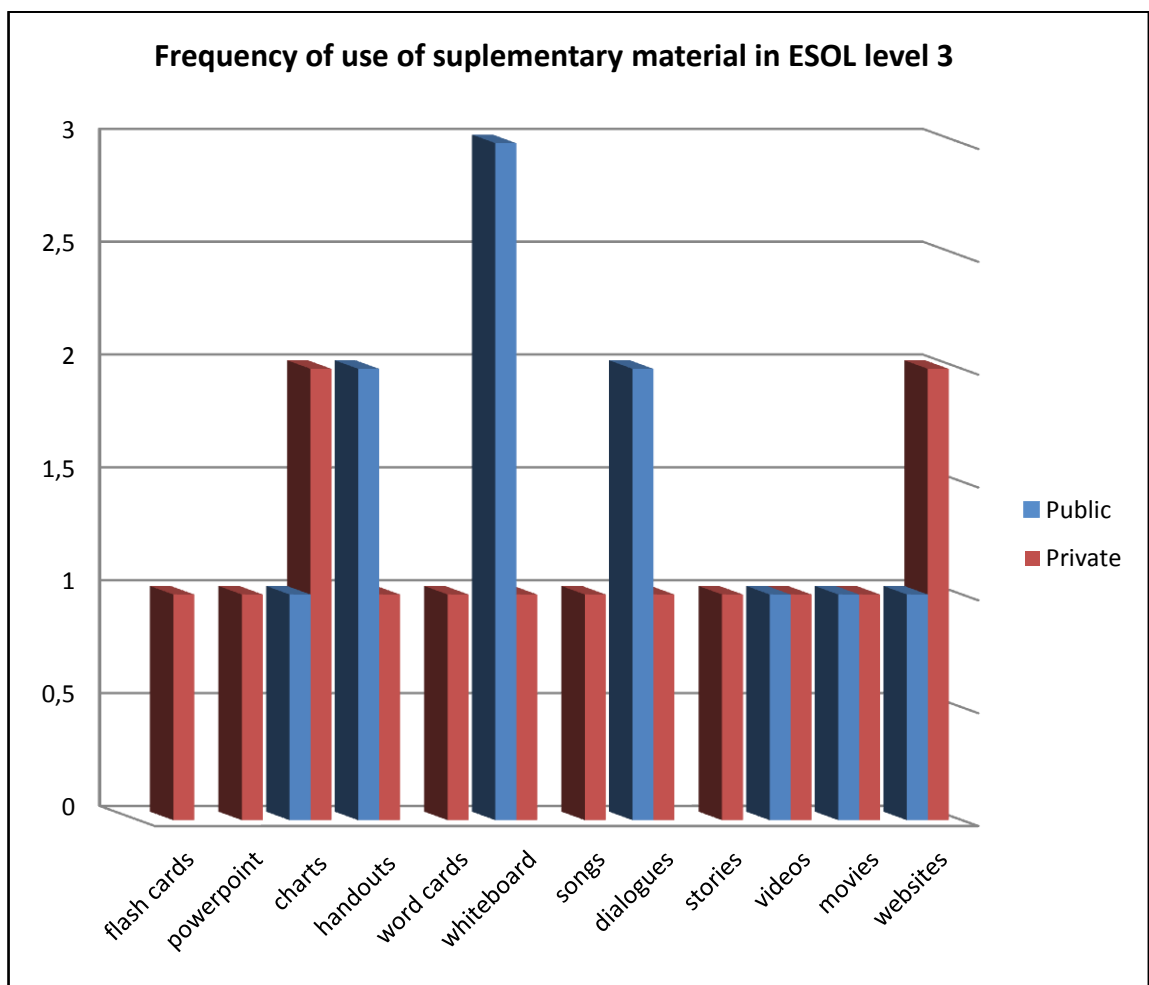
In this case, the public high school teacher used two materials that the private high school did not use on this level such as the maps and the videos instead the teacher employed the power point. As you will notice on the chart, both levels used more visuals than other variables.

According to the students' survey in the public high school they would usually like to receive the classes with more pictures, flashcards, websites and videos. Even though the teacher's survey showed that the instructor in this level felt more comfortable by using the whiteboard and dialogues, she would like to have more updated materials which would support a big percentage the students' learning.

Nevertheless, the student's survey in the private high school disclosed that the learners felt at easy with the aids that the teacher provided not only for the content that was well designed, but for its surface that captured their attention as well. However, they preferred the websites and movies because they learned their lessons in a more interesting way.

In regards to the teacher's survey in the private high school the instructor used more supplementary materials because it will back up 75% of her presentation such as: whiteboard charts, dialogues and websites. However, all aids used in her class were prepared by thinking of the students' learning styles.

ESOL level 3



Source: ESOL level 3

Author: Cecilia V. Freire

As the chart has shown in the ESOL level 3 for the public high school, similar to the previous level were used 11 out 18 proposed materials where the white board was utilized with a frequency of 3 times, continued by the handouts and dialogues with a frequency of 2 times each over the charts videos, movies and websites with a frequency of 1 time each.

In comparison with the private high school where the teacher used 14 out of 18 nominated materials in which the whiteboard and website were employed with a frequency of 2 times each over the flash cards, power point, handouts, word cards, songs, dialogues, stories, videos and movie with a frequency of 1 time each. In this chart you can also notice that the aids such as: flash cards, power point, word cards, songs, and stories were used only on the private high school even though they were used once.

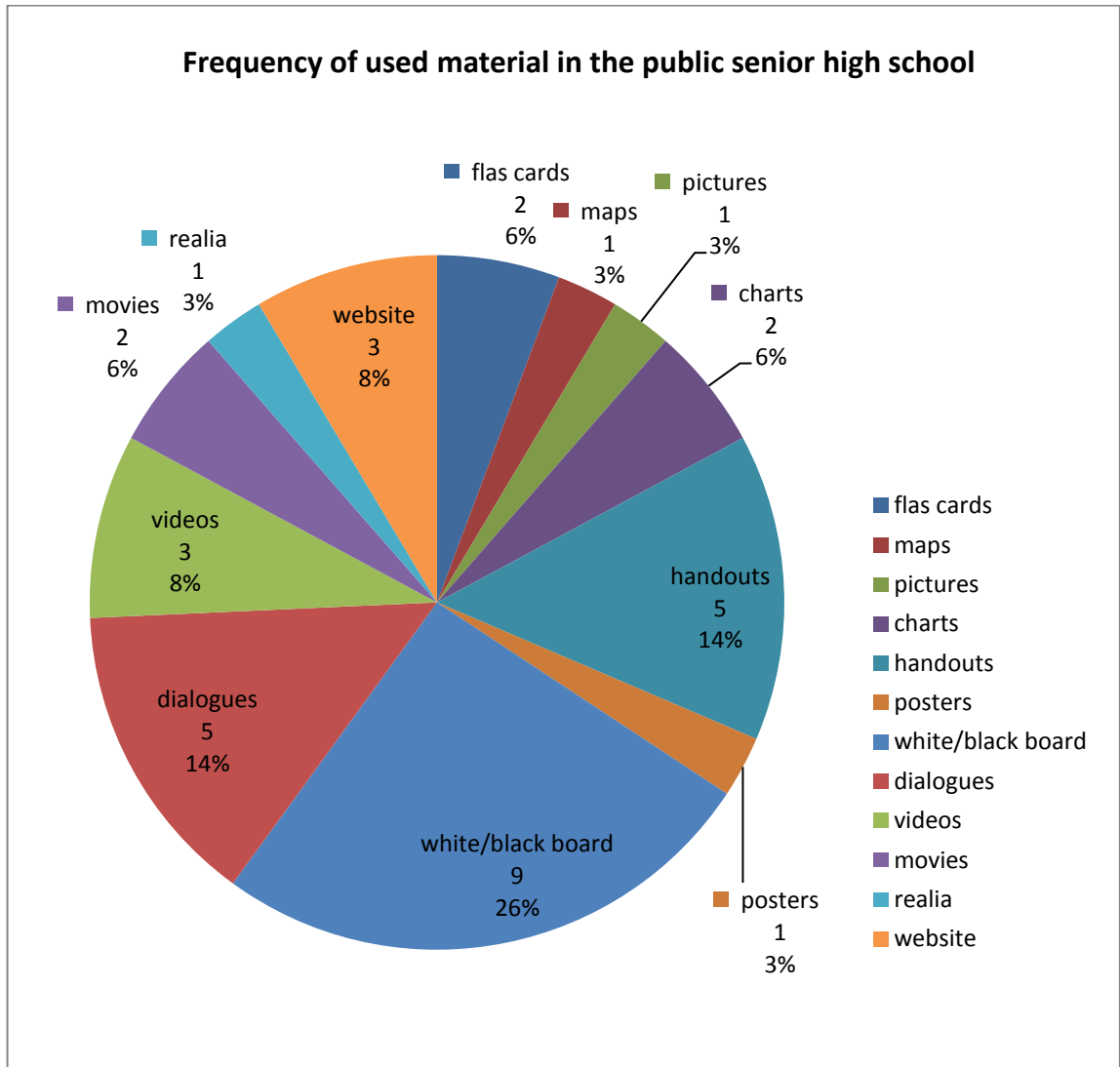
Besides, the students' survey shows that the learners in the public institution liked most of the aids used in the five observed classes even though one of the materials did not fulfill their expectation; nevertheless, the pupils chose to work regularly with more diversity of resources such as: charts, pictures, posters, movies, video and websites.

Regarding the teacher's survey, it indicated that the instructor preferred to use the whiteboard, handouts and dialogues among other aids because the visual supported more efficiently the pupil's learning.

However, in the case of the private high schools the students' survey pointed to all resources employed during the five observed classes were well selected not only for its content, but also for the diversity of aids that the teacher used. Similarly to the other two levels in the private institution, they prefer to work with the websites.

In respect to the teacher's survey for the level 3, he considers that the 90% of the supplementary materials are very helpful if they are used appropriately otherwise

the students get distracted. However, in his classes he tried to use them as much as possible considering the different learning styles that each of his pupil had.



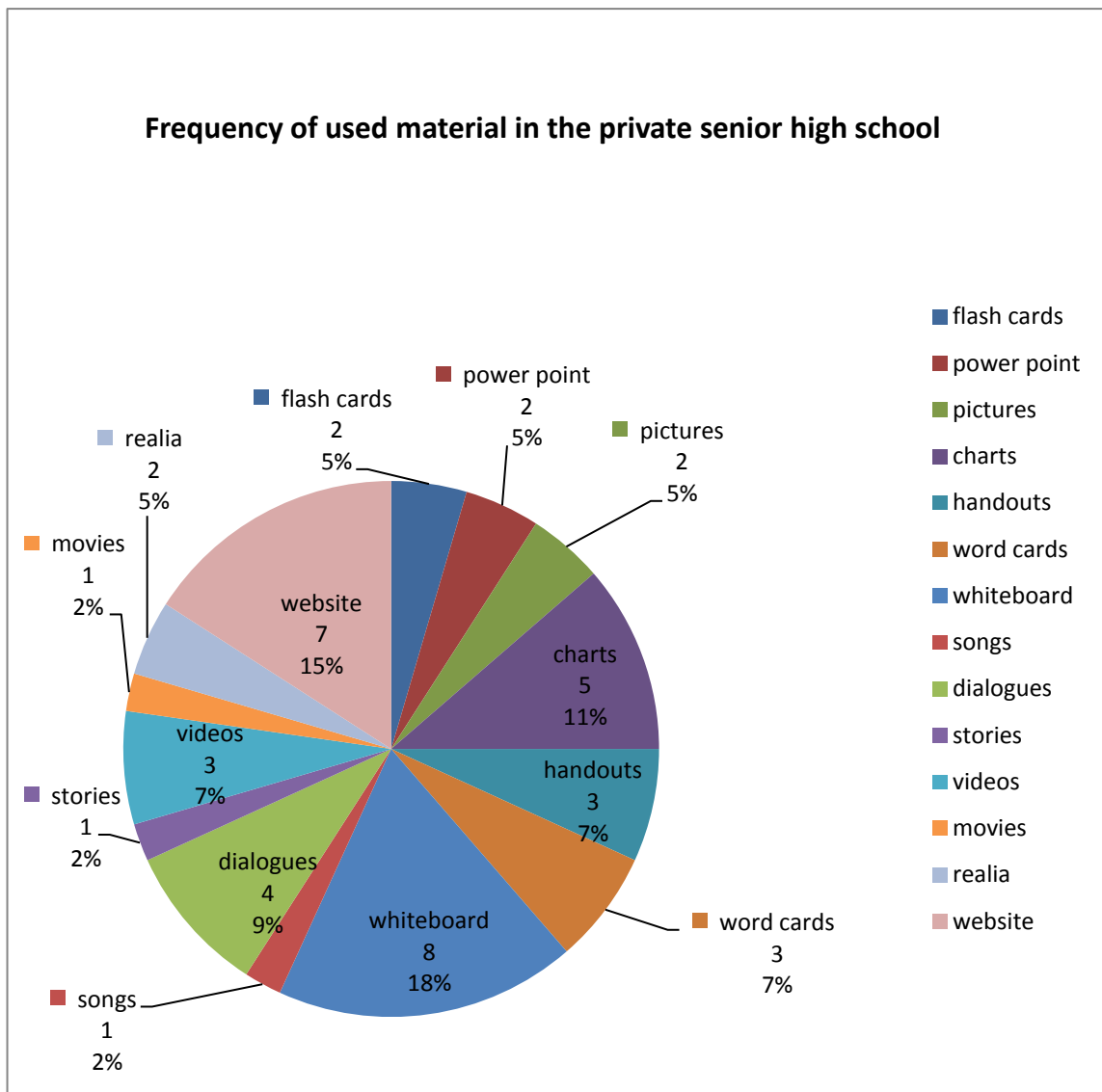
Author: Cecilia V. Freire

In respect to above chart, the findings in this research establishes that the materials used in the three levels during fifteen observed classes for public high school were 35 times in which the mean of these aids corresponded to 12 sources that is represented with different colors as you can see in the circumference above.

Additionally, the most used aid was the whiteboard with a frequency of 9 times equivalent to 26%, followed by handouts and dialogues with a frequency of 5 times

each that represented to 14% of each one; continued with videos and websites with a frequency of 3 times each equal to 8%.

Furthermore, the flash cards, charts and movies with a frequency of 2 times each that corresponded to 6% over the maps, pictures, posters, and objects with a frequency of 1 time each that stood for 3% of each material.



Author: Cecilia V. Freire

According to the results obtained from the data collected from the private high school, the graph reveals that the three levels employed supplementary materials with a frequency of 44 times, in which the whiteboard with a frequency of 8 times

corresponded to 18%, followed by the websites with a frequency of 7 times equivalent to 15%.

Both were prevailing over the rest of materials such as: the charts 5 times equal 11%, dialogues 4 times corresponded to 9%, handouts, word cards, and videos 3% each represented 7%, flash cards, power point, pictures, and objects 2 times each stood for 5% and dialogues, stories and movies 1 time each equivalent to 2%. It is evident that the whiteboard, websites, and charts were the most common supplementary materials the teachers used during the 15 observed classes in the private high school.

In summary both charts represent the frequencies and percentage utilized in the three levels in which nine times the private high school used more materials than the public high school. Even though both institutions used the majority of the elements, the private always used a least three aids in each lesson while the public used only two. Besides that, the private high school used more variety of the sources than the public high school.

Therefore, in the public high school, the teachers should be taken advantage of these aids not only by implementing more appropriate supplementary materials, but by using them in the correct way, distributing the time in each material during the class for the student's understanding.

Unlike the public high school, in the private high school the teachers were planning the elaboration of the materials by demonstrating an existing interest in having better quality in order to obtain better results in the student's learning process. Therefore, the public school should adopt learning techniques from the private high school in how to improve the lesson plans in order to acquire better students.

Conclusions

- This research demonstrates that the most frequently supplementary material used in both public and private high school was the utilization of the whiteboard which was pertinent because it facilitated the teachers in explaining the lesson in a written form.
- This investigation throws that the teachers in the public high school as well as the private high school used more visuals learning styles than the others sources. However, most of these aids were appropriate for the students' proficiency because they were based on their level.
- This research shows that the teachers from the private high school used more variety of materials in each class which were appropriate for the pupils to acquire the target language, while in the public high school they used almost the same materials, but not all of them fulfilled their objectives.
- This research indicates that the teachers in the private high school used an average of three supplementary materials in each lesson while the teachers in the public high school used two aids in which the private high school acquired better results in the students' understanding than the public high school.
- This investigation reveals that through surveys the students from the public and private high schools, students would like to receive instruction more frequently with movies, pictures, videos and overcoat websites because they would like to learn with updated technology.
- This study indicates that the teachers from the public high school did not show too much of an interest in whether the student understood the concepts or not.

Whereas in the private high school, the teachers demonstrated more interest by making more of an effort to attract and capture students' attention.

Recommendations

- Based on this investigation it is recommended that the public high schools should use warm up activities for at least two minutes in order to motivate the students and engage their interest for the purpose of learning the target language.
- It is advised for the teachers to do students' surveys to identify what materials the pupils feel more comfortable with to prepare their lesson plans. After reviewing student's survey the teachers will be able to determine what materials they should use more frequently. Therefore, the students will find their classes more effective and interesting and it will help them to meet their objectives.
- With regard to this study it is suggested that the public high school implement more supplementary materials to support the class in order to obtain better results in the students' understanding.
- According to this study it is suggested for future research to make a comparative study in the use of supplementary material in public, private and charter high schools. A charter high school is an independent public high school funded with public funds and is allowed to receive donations from charity organizations.

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