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

Trabajo de fin de titulación

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DEDICATION

For Victor, my beloved father whose tenacity and self-confidence in facing his endeavors showed to me that consistency is a determinant factor to achieve one's aspirations. To the cherished memory of my mother Luz whose loving spirit sustains me still. And for "Guapo" my frisky and unforgettable dog who etched indelible memories in my mind.

Jovany

I would like to dedicate this work to God, my hero. I wouldn't even be here without his power, love and wisdom. To my family, Dad and Mom who are very important for me, we went through many obstacles and problems, but finally we got the victory as a family. And last but not least to Robert, the love of my life, my best friend, and the person who always supports my ideas and impulses me to go forward.

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CONTENTS

ABSTRACT

The present study aims to establish the variety of accompanying materials that ESL instructors put into use in public and private institutions. A comparison of the types of these helping tools will be determined in both establishments so as to determine their incidence. Two high schools, one in Brooklyn and the other in Queens New York, served for the investigation. Students and teachers from freshman, sophomore and junior high school classes from both sorts of establishments were selected to carry out the analysis.

INTRODUCTION

Over the last three decades, there have been significant changes in the theory
and practice of second language teaching and learning. These modifications
undoubtedly have supplied significant new perceptions and ideas to put into practice
in classrooms by language instructors.

Language teachers in our days count with several appealing approaches and
paraphernalia to boost their practice. Amongst the most efficient helping elements
they reckon are the use of supplementary materials. There is an ample range of
them, being online resources, visuals, audiovisuals, and realia, the mainly ones.
Tutors are also conscious of the huge benefits that helping tools offer to improve
students' conceptions of language.

The intent of the current investigation namely the use of supplementary
teaching materials in ESOL classes: A comparative analysis of public and private
schools focuses on identifying the differences in variety, frequency, quality and
pertinence of the helping tools accessed in public and private education. The
purpose of this investigation also seeks to contribute with helpful insights and
conclusions for teachers to value the expediency of the implementation of auxiliary
materials in language classes.

Many investigations have been conducted up to this day to reveal the
magnitude that supplementary materials have in teaching English. For instance, in
the academic year 2007-2008, Mekheimer launched an investigation to determine
the impact of using videos on whole language teaching. This study was set to
measure improvement gains in aural, oral, reading and writing skills following
students' concentrated exposure to authentic video material. Yet, the researcher

recommends readings on the valuation of the implementation of visuals in whole language instruction.

In 2007, Ramirez and Alonso engaged in a very interesting study meant to prove the advantages of introducing technology in education. Their work intended to provide evidence on how the use of digital stories as supplementary teaching materials may produce improvements in learners' progressive understanding of the linguistic structure, vocabulary, sound patterns and prosody of the foreign language.

An additional outstanding exploration on how students' English pronunciation can be improved by means of using audio-visual aids was carried out by Walundary, Laila and Prasetyarini in 2008. The investigation took place at an elementary school level in Indonesia with young boys and girls EFL students.

A recent research on the use of audio aids with young learners was completed in Indonesia during the academic year 2010. Suraham's investigation focused on finding out if English pronunciation can be improved by using children songs, and if this type of teaching support is pleasing to children when learning pronunciation. The investigator selected children, who were not able to pronounce English well, as the participants for the study.

An exceptional investigation that appraises the incidence of mobile phones and flash cards in teaching English vocabulary to undergraduate college students was conducted in Turkey by Basoglu and Akdemir in 2010. The researches worked to determine if there is a difference between the vocabulary levels of students using vocabulary-learning programs in mobile phones before and after the study, and similarly if there is a difference in vocabulary levels between those students using flash cards before and after the study. The researches present an important remark in regards to a limitation to their study. They warn that since the data to state their

conclusions were collected from students who had to pass a final exam on English vocabulary knowledge, high motivation of participants might have influenced the effects. This restriction should be remembered before attempting to generalize the report of the investigation.

METHOD

The present investigation was carried out in Brooklyn and Queens, New York throughout a period of several months in the academic year 2011-2012. The course of action began by reviewing some relevant literature on topics correlated to the use of auxiliary teaching materials in classroom practices as well as in aspects concerning to classroom and students handling and control. Books, magazines, journals and the Internet served for this purpose. Following the bibliographic work, a private and a public high school were identified as the camp of action. Within them, three specific classes from each institution were chosen; namely, a freshman, a sophomore and a junior high grade. The sample population to carry out the investigation consisted of adolescents between 13 to 16 years old. A total of five 50-minute classes for each particular grade were watched alertly. All in all, 30 meetings, 15 for each institution made up the on-site examination.

Given the intention of this investigation, a quantitative and a qualitative technique were necessary. The class observation in both institutions followed the same procedure. Surveys, note taking and evaluations formed the techniques employed, while data collecting formats and charts formed the instruments for the study.

The observation process consisted mainly on deeming if any or no supplementary teaching material was employed to enhance class explanations. In order to find out students' inclinations or preferences in favor of any specific helping material, a questionnaire was randomly handed out to a student in each group. In regards to determine teachers' points of view on their preferences towards certain supplementary materials employed more than others, a questionnaire was also given to them.

The collection, analysis and interpretation of data involved a quantity of wary desk work aimed to discern the necessary information for the qualitative and quantitative analysis. The qualitative analysis consisted of examinations and explanations in terms of pertinence, appropriateness, and quality of each of the helping materials used in every class observed. The quantitative analysis involved considerations of frequency of use and contrast between the supplementary teaching tools employed at the same grades in both public and private institutions.

DISCUSSION

Literature Review

Throughout history, the teaching of a second language has been characterized by many innovative approaches in search of the most effective. Technological innovations among others suggest prospects for teachers to integrate supplementary teaching materials into habitual teaching methodologies to make both learning and teaching more engaging and significant.

The insertion of supplementary materials as helping tools for teaching has positive consequences since they engage more than one of students' senses in the process of learning. The more a learning activity addresses to the student's senses, the more the learning event becomes effective and permanent. It seems, then, that supplementary teaching aids become a fundamental tool in making learning permanent. Cunningsworth (1984) reports that supplementary materials provide economy in time, simplify the course, make the course vivid and clear, increase students' interest and motivation, facilitate to explain complex explanations, create desire for learning, make abstract concepts concrete, enrich the course, and provide the chance for practicing on subjects.

The information offered along the following pages intends to be of assistance for teachers and teachers in formation to make them conscious of the dazzling insights on language teaching offered by some prominent scholars. The scope of this Information will incorporate the teaching of English as a second language; learners' differences among children, adolescents and adults; learners' motivation; learning styles; teaching techniques for teaching adolescents; social, cultural, economical, and political contexts for teaching English; definition, importance and role of supplementary materials; and types of supplementary materials. In addition,

literature will also be reviewed on five previous studies about the use of supplementary materials for teaching English as a second language.

Teaching English as a Second Language

The development of technology and market growth has brought to light several urges for people to try to expand their communicational skills. Savignon (2002) manifests that in the scope of teaching English as a second language; the precept that language is studied for the exchange of information has highlighted the new and innovative manner to instruct the language. In the same sense, Mangubhai, Marland, Dashwood & Son (2004) report that to endorse communication in EFL contexts, teachers should promote classrooms tasks and exercises that rely on spontaneity and student trial-and-error incursions, support negotiation of meaning between students and students and teacher, use of authentic materials, create an interactive atmosphere not markedly formal to encourage risk-taking and endorse student independence paying minimum attention on language form with consequent low importance on error correction and grammar rule explanations.

A sound benefit that follows the learning of a second language is the cognitive advantages that students obtain. Lowman (1995) manifests that language learners study a tongue to be able to read and enjoy its literature, and at the same time to profit from the intellectual development and discipline that outcome from language studies.

Foreign language teachers need to be aware of the considerable amendments that language instruction has undergone in the last decade. Hudelson & Rounds (1993) say that language education has become lively and challenging for teachers, the aim nowadays is to teach it intuitively and holistically focusing on speculative and social content. Teachers have to select suitable approaches to produce self-

motivating and effective learning atmospheres to help learners accomplish proficiency in English in a well-organized and pleasant way.

Lado (1963) points out very important considerations for second language teachers, he says that teachers' role is to make students conscious of cultural disparities not to build conclusions on those discrepancies; teachers need to instruct students how to understand the new labeling and codification that a new language brings if they want to comprehend and speak the language. To introduce cultural elements into the classroom, Rivers (1981) recommends any listening to the utterances of native speakers, any reading of original texts, and any examination of pictures of native speakers engaged in natural activities.

Learners Differences Among Children, Adolescents and Adults.

In implementing language programs, some concerns come to mind in regards to the age at which language learning should start. Harmer (2003) notes about the importance of considering students age before implementing any approaches and topics to teach. Children attain languages by means of play; therefore, they learn more rapidly than adults do. An additional observation detailed by Harmer states that since adolescent students lack enthusiasm, they turn to be poor language learners. Ur (1996) adds that Children are not consciously interested in learning a language for personal benefit or interest; their instruction ought to consist preferably of concrete references in the language and dynamically attractive tasks. He also reported that children are to some extent field-dependant, thus teachers must employ direct methods and aim to present a rich and motivating atmosphere with plenty objects to play with. Along with audiovisual aids, all sorts of sensory input are crucial.

Adolescent students require a different course of action in classrooms. Lightbown & Spada (1993) say that the teenager prototype of learning is affected by thoughts of appearance and manners, which can result in fears and risk-elusion predisposition. This predisposition will hinder dynamic experimentation with language practice. Hong & Morgan (2004) present useful approaches for teachers to follow when teaching adolescents, teachers should endeavor to interest them in activities or situations that require adaptation by using teaching methods that dynamically involve students and present challenges taking into account each individual own inclination over method and style. Instruction progressively needs the positive cooperation of the students in order to make progress.

There are striking differences to take into account at the time of being in front of adult language learners. Hilles (1998) manifests that adult language learners diverge from children and adolescents in the amount of life knowledge and cognitive development they possess. Since adults are age-wise and have already shaped their individualities, their goals and reasons for taking up a second language differ enormously from children and adolescents in the sense that adults are noncompulsory learners. Hong & Morgan (2004) manifest that instruction for adults should accentuate meaningful components using a variety of teaching strategies such as small group problem solving and exchanging of ideas. Teaching should engage the adult students in a process of reciprocal inquiry evading merely transmitting information or expecting total agreement.

Learners Motivation

Fine teachers strive to discover ways to help students keep up their interests in accomplishing their learning goals. Woolfolk (2007) says that motivation is an inner condition that stirs, rules, and helps a person to keep deeds towards a goal. The kind

of class activity that teachers present to their pupils for instruction is very important to provoke positive emotions. Videos, pictures, readings, etc. enhance students' motivation. Ames (1990) identifies six areas where teachers make decisions that can influence student motivation to learn: the nature of the task that learners are asked to do, the autonomy students are allowed in working, how students are recognized for their accomplishments, grouping practices, evaluation procedures, and the scheduling of time in the classroom. Selinker and Gass (2001) add that motivation is a mental aspect that measures achievement in language learning. That is, the more a student is motivated, the faster and more accurate they will learn a second language.

Masgoret & Gardner (2003) indicate that motivation is associated with second language achievement since language learning requires a long-term commitment, and motivated individuals are more likely to devote the time required to learn a language.

Moreover, Broughton, Brumfit and Flavell (1990) add, motivation is a central element in language teaching. The learner, who has the opportunity to practice the language and feels this interaction as an instrument for communication, will be highly motivated. Furthermore, teachers whose skills move students to a complete competence in the foreign language motivate students greatly. Additionally, Rothemberg and Fisher (2007) bring up the notion that enthusiasm stems from students opinion of their need to learn a second language. If students perceive they barely need the new language in the future, they will not grow to be proficient in it. Therefore, language teachers must cheer students up to take the most gain of their opportunity to become skilled at a second language despite of what they suppose may happen in the future.

Learning Styles

As much as students are naturally different from each other, they also have many different ways to take in new information. Woolfolk (2007) defines a learning style as the individual manner a student deals with learning and studying for the sake of processing new information. Moreover, Woolfolk says learning styles are chosen ways of discovering and learning new information, as for instance, opting for a picture as an alternative to a book, working alone instead of grouping, learning in a particularly ordered situation, etc. Many teachers reckon that students have well defined predilections for how they learn new information, and that instructing them considering these predilections will enhance learning.

Largely, auxiliary teaching materials are employed in language classrooms in search of covering the vast array of students learning strategies. To this view, Gebhard (1996) says that language students' learning preferences can be encircled in four categories: Visual, auditory, kinesthetic and tactile learning. For visual learning, try study charts, pictures, and readings. For auditory learning, employ listening to speeches, audiotapes, and songs. For kinesthetic learning, involve students actually with a learning circumstance. And for tactile learning, engage students to work with their hands, for instance make students follow instruction to build handicrafts.

A crucial characteristic for language teachers to look for is to try to discern their students' learning preferences in order to plan their lessons accordingly. In this respect, Cohen (1998) maintains that when students know clearly their learning preferences, it becomes simple for the teacher to instruct them. If learners have a wide-ranging of learning styles, they possibly will benefit from using reading tactics to infer information that is not represented in the text. On the other hand, if students are predisposed to center on facts, they may possibly prefer to have certain well denoted items in the text before making speculations or drawing conclusions. .

Teaching Techniques for Teaching Adolescents

What is a teaching technique? "It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well" (Anthony, 1963, p. 66).

Schreinder (2009) writes about the seven-item limit technique. He points out that adolescent students can retain seven items in their operational memories at one time. Therefore, teachers should consider this fact and not teach new material in clusters grater than seven. Consequently, by decreasing the amount of new information taught at one time, teachers get to improve students' memory. In addition, Schreinder argues about other two teaching techniques. He writes that ingenious teachers seek to introduce emotion to instruction whenever possible. Adolescent students memorize more proficiently when the information freshly taught incites emotional responses on them. Moreover, the researcher recommends the scaffolding practice, which consists of providing adolescent students with ample help or assistance at the start of an assignment, and then gradually withdraw this support as students mature their potential to perform self-directed tasks.

Mora (2000) suggests a singular and alluring technique called the melodic approach aimed for adolescent students who enjoy listening to melody for instruction. He says that singing is really an easy way to imitate, practice and acquire the phoneme and sentences of a language. It is possible to integrate a well-known tune into the sentences that are used to deliver English language instruction to students.

Another valuable insight to write here is presented by Hoggan & Strong (1994). They suggest the storytelling teaching approach. Since the stories students

have in the class are familiar with events in their lives, the storytelling, the story

listening and the story sharing promote oral language development.

A singular teaching technique that merits to be mentioned here is suggested by

Bell (1999). It is the dancing approach and states that young adolescents and

children need to have physical exercise accompanying oral language learning. Using

a combination of rhythm and movement offers learners engaging ways to speech

fluency practices by accentuating conversational rhythm and stress patterns of

English.

Contexts for Teaching English

The classroom physical setting and the complex of social, cultural political and

economical conditions play important roles in helping language students feel relaxed

and wishful to face learning challenges. Savage (1999) manifests that research on

classroom contexts has shown that physical arraignments can affect behavior of both

students and teachers. A classroom should be set up to set the stage for the teacher to

address the academic, social, and emotional needs of the students.

In classes formed by Students from multi-social and cultural backgrounds,

teachers need to be very meticulous to manage students' differences for the sake of

the group. To this respect Ovando and Collier (1985) state, "the social context for

many students in bilingual and ESL classrooms come from sociocultural groups

which have been and continue to be recipients of varying degrees of socioeconomic

marginality and racial or ethnic discrimination" (p. 6).

Looking at education as a process dealing with the structure or affairs of

government, Richards (2001) declares that teaching English in political contexts

means that teachers have to instruct students in consensus to the regulations of the

government and society. Gebhard (1996) adds that teaching in communal schools in

countries with federal systems, teachers are required to employ materials created or chosen by a government agency. On the other hand, political regulations in language education in some countries require teachers to produce texts. Once the government approves these texts, they can be used in schools. In private language institutions with well-recognized programs, teachers work with locally manufactured materials produced by qualified ESL/EFL teachers.

Poverty diminishes students' performance in schools. DeMott (2001) manifests that students affected by poverty tend to be less efficacious in academic challenges. They come to school not well disposed to learn as their average counterparts. Moreover, DeMott states, "students from low socio-economic backgrounds may come to school with numerous issues and challenges that interfere with their learning but, this should not be used as an excuse by schools, teachers or families for expecting any less from them" (p. 83). He recommends teachers when dealing with students from low socioeconomic condition to instruct them efficiently so that they achieve their brain potential.

There is close connection between language and culture. Language mirrors culture and it is affected and molded by culture at the same time. In this sense, Kramsch (1993) states:

> Teaching expectations are often different across cultural backgrounds. While it is impossible for an instructor to accommodate all teaching preferences and still be true to a personal style, it is important to work to accommodate different frames of reference… Instructors, who make some effort to get to know their students' backgrounds and learning styles, and to establish a good relationship with them, will

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find that the efforts are well rewarded in the quality of

learning that results… (p. 74).

Supplementary Material

To speak about supplementary materials is to mention the extra paraphernalia that teachers resort to in order to make their instruction much more characterized by extensive understanding. According to Lowman (1995), auxiliary materials are the instruments put into service in a classroom to supply extra ideas to make the processes of teaching and learning comprehensible and effective. Additionally, Lowman manifests that since every so often textbooks are not enough to fulfill high-quality topic explanations, supplementary materials are very handy to help teachers and students to appreciate much better the theme considered. With supplementary materials as part of the exposition, a class becomes evocative and clear.   Moreover, Gower, Phillips and Walters (1995) comment on how important are teaching supplementary aids in complementing teachers' labor. Knowing how to manage these resources, lessons become more interesting and effective. They state:

Teaching institutions vary enormously in the number and type

of resources available for teachers. If you are teaching in a well-

resourced centre, you should take the opportunity to try out the

full range of resources. However, even in a relatively poorly

resourced school there are many ways that simple and

homemade resources can be used to good effect in lessons.

(p.65)

Richards (2001) presents a very important insight in regards to teachers' creativity in classrooms. He says that regardless of the format of the helping materials teachers may possibly use, as for instance, institutional or teacher made

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materials, their central role focuses in fulfilling the need of certain learners and of

their personal learning techniques. Adjustments and renovations made on

supplementary materials by talented teachers allow them to plan well-organized and

efficient lessons to enhance their role. As one point of view, Richards recommends

the practice of gathering information on the manners teachers use any type of

helping material in their instructions. Down the road, this build up information can

feed the subsequent purposes: to validate successful manners of employing

supplementary materials, to present advice on how materials work, to maintain a

history of the frequency and type of materials employed, and to help out other

teachers in employing the supplementary materials.

Types of Supplementary Material

The realm of education is being deeply assisted by technology that the use of

electronic tools and software resources are notably increasing. It is remarkable the

amount of supplementary materials that teachers may find on line, this resource must

not be overlooked. Hadi (2007) argues that avoiding the use of computers in today's

language teaching is seen as a setback because online resources are believed to aid

teachers and learners to create communication opportunities and phonological

instruction, which are key goals in ESL settings. He adds, computer mediated

instruction provides native socio-cultural exposure of the foreign language to

students.

Technology used as supplementary teaching materials enable students to be

exposed to native English speakers or writers environment. To this respect, Brown

(2001) manifests that e-mail communication gives students the opportunity to

practice English by means of genuine contact with people around the world. He adds

that chatting through the web offers language learners the originality of

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instantaneous communication. According to Paulsen (2001), the use of online

supplementary materials generates two important principles; namely, authenticity

and motivation.

Good instruction aims to wake up all students' senses to make tuition more

effective. Macaro (2001) reports that aids, which help teach languages and can be

seen, are called visuals. Blackboards, chart maps, pictures, flannel boards, filmstrips,

slides and actual objects that facilitate the process of teaching through the students'

sight fall into this category. The main function of visual teaching material is

semantic, that is, it permits the learners to understand what they hear, to learn the

situation in which language forms are used, and to associate their learning through

repetition.

Croydon (2007) advices the use of real objects (realia) to liven up lessons and

to bring in the real world into the classroom. Having the real things helps kinesthetic

(active) learners, eliminates ambiguities and gives more learning opportunities than

pictures alone. Realia objects, Croydon says, represent invaluable tools for teaching

concrete nouns for beginners.

If visuals represent a priceless tool in language teaching as mentioned above,

inserting audio to them enhances benefits. Macaro (2001) cites types and importance

of audio-aids and audio-visual aids. Audio aids such as radio, compact discs, records

and tape recorder can be heard. Audio-visual aids such as television and film can

twofold the benefit since they can be heard and seen. He also mentions that Audio-

visual aids are useful teaching materials since they help students understand

different cultural backgrounds and promote remembering by connecting many

senses of the learners at once. Audio-visual aids, the researcher says, make teaching

effective by reducing dependence on the mother tongue, help in forming language

habits by drill and constant practice, increase the pupil's experience of language, promote teaching efficiency by saving time and energy, and provide recreation to learners.

According to Woodward (2001), part of the contest in becoming better at teaching is to know the collection of available teaching tools, when and how to use them intelligently, and how to look after them. These tools are the hearts of instruction since they complement teachers' role and help students clarify their uncertainties.

The second part of this literature analysis contemplates considerations on five past studies on the use of supplementary materials in ESOL classes. The intention of presenting these investigations is aimed to show the efficacy that extra teaching tools have had in heightening learners' understanding of teachers' class expositions in contrast with classes taught without the aid of supplementary materials.

In 2010, Basoglu and Akdemir carried out a remarkable study that intended to determine the incidence of the use of mobile phones and flash cards in learning vocabulary. The methodology contemplated the creation of two groups of students. An experimental group, whose students' mobile phones were compatible with the vocabulary-learning program, and the control group, whose students used the conventional vocabulary acquisition techniques to learn it.

A quantitative and qualitative mixed method design was employed. A vocabulary acquisition program made to run on mobile phones called ECTACO flash cards was selected and its content scanned for vocabulary lists according to students' level. During a six-week period, the experimental group was instructed to use the vocabulary program on their mobile phones, and for the same period,

students in the control group were given the vocabulary flash cards including words available in the mobile phones, but were instructed to study the new words on paper.

To assess English vocabulary acquisition in both groups, a multiple-choice test was administered before and after the study. To collect qualitative data, a set of semi-structured interview questions were randomly administered to selected students in the experimental group. In order to evaluate and interpret the data collected, descriptive statistics, as well as independent and dependent t-tests were utilized to analyze quantitative figures. Finally, and after transcribing the semi-structured interviews, a descriptive qualitative analysis was conducted to identify the students' experiences in using English vocabulary programs on mobile phones as a vocabulary-learning tool.

The findings derived from the data analysis confirmed that the use of vocabulary-learning programs on mobile phones improves students' achievements more than the use of vocabulary flash cards to learn vocabulary. Another notable conclusion to mention is that the students in the experimental group enjoyed the method; hence, the effectiveness, availability and entertaining resulting from the use of mobile phones represent a preferred mean for English vocabulary learning in disparity to the hard copy counterparts.

Another significant study that proves the effectiveness of supplementary teaching materials in language instruction was conducted by Surahman in 2010, in it, the researcher illustrates a very clever adaptation of using children songs as supplementary material to better learners' pronunciation, as well as the sensitivity that the participant students had in regards to the aid employed.

A group of elementary school learners participated in the study. The steps taken in the development of the research consisted of a pretest followed of three

formative tests and a post-test. The pretest was conducted to measure the students'
ability in pronouncing English before the treatment. The three formative tests were
designed for the students to get the pronunciation instruction treatment by using four
English children songs. In the formative activities, all the participants received the
songs lyrics, listened to a recording of the songs, and sang the songs in union with
the researcher. Once the participants were able to sing and pronounce the songs, they
were asked to sing the songs by themselves one by one. Finally, the posttest was
carried out in the form of singing the songs to assess progress.

The reported findings of this investigation stated that teaching English
pronunciation by using children songs can improve students' ability in
pronunciation. Moreover, the investigator gave testimony that it was enjoyable for
the students to use English songs as media in learning pronunciation. All of the
participants reported that they liked the approach.

Another important investigation centered in assessing the improvement of
English pronunciation by means of employing audio visual aids (AVAs) with fifth–
grade students. The study was carried out in the academic year 2007- 2008 by a
research team formed by Wulandary, Laila and Prasetyarini.

The design used in the investigation was a descriptive qualitative approach,
and classroom action research was adopted as part of the procedure. Two kinds of
data were collected to provide for the reports. The primary data constituted the
participants' scores from a pretest and a posttest; field notes taken from the
application of AVAs in teaching pronunciation; interview scripts taken from an
interview to the participants; and students' responses toward the utilization of AVAs
taken from questionnaires. The secondary data was obtained from existing
documents on the use of AVAs in enhancing pronunciation.

The findings of the investigation showed an increment in the mean score of students' posttest in relation to the mean score of pretest. This variation indicates that there was an improvement in students' pronunciation, especially in pronouncing word-stress. The students' responses to the implementation of AVAs were positive. Finally, the researchers reported that the participants were very interested in learning English pronunciation by watching video since they were able to watch the characters' expressions, listen to the native speaker's voice and read the subtitling on the screen.

A research conducted by Ramirez and Alonso in 2007 over the use of digital stories to improve listening comprehension in young learners of English, is an instance of the exercise of computers in education.

A quasi-experimental analysis was carried out for 22 weeks with young Spanish students from six state schools. Six English teachers participated in the project. Two groups were formed in each of the participating schools -a control, and an experimental group- .All the participants received no more than two 45-minute sessions of English instruction per week.

Both groups received dissimilar instruction, the control group was instructed by the teacher and the use of course book, while the experimental group received teacher and course book instruction plus the treatment. The treatment procedure included work on a selected number of digital stories using the internet. These digital stories consisted of a simple narrative line the young learners needed to understand to continue with the story.

The instruments designed to collect quantitative data were a pre and a posttest. The pretest was necessary to gather initial data on learners' English knowledge before any treatment and to verify that all participants had similar English level. The

posttest was designed to assess children' progressive understanding of the linguistic structure, vocabulary, sound patterns and prosody of the English language.

Learners in the experimental group improved their listening comprehension skills and outperformed the learners in the control group. It could be argued then that the pedagogical practice of digital stories promoted concentration and focused children's attention on the oral input received.

The last study in this paper was set to measure improvement gains in hearing, speaking, reading and writing proficiency under the repercussion of employing videos on language instruction, and using data from an investigation that was performed and lasted two semesters of the academic year 2007/2008. Mekheimer launched the investigation in the English department of a college of languages and translation employing college students.

Two groups -an experimental and a control group- were formed to assess the effectiveness of the supplementary teaching material employed. For the experimental group, the videos accompanying the books were the base of the teaching method and presentation of materials, while for the control group the same material was used but videos where excluded. Both the experimental and the control classes received the same time-span of instruction per week. The experimental group received three video-based instruction hours, and the control group three text-based teaching and learning hours.

The data were collected from pre and post-treatment testing and analyzed by means of t-tests. The pre and post-assessment video material was different from the material covered during the course of study. This particular detail was intended to prevent familiarity effects if the same clips would have been used.

For the listening test, the participants watched and answered ten questions about a twenty-minute segment of a video. For the speaking test, the students were asked to describe a two-minute video segment, this test was assessed for vocabulary, confidence, content and time management. The reading comprehension test consisted of a reading passage followed by ten reading comprehension and vocabulary questions. Finally, for the writing test, all participants were solicited to write in English a short essay on a specific topic.

Students in the experimental group demonstrated statistically significant gains scores over their peers in the control group across all skills. The investigator concluded that video-based investigational classes were livelier, and the participants were more interested in following the lessons attentatively, contrary to the other video-less class.

Results

Qualitative Tabulation

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

Variable	Indicators	Yes	No
Visuals	flash cards	X	
	powerpoint presentation	X	
	maps		X
	pictures	X	
	charts		X
	handouts	X	
	posters		X
	word cards		X
	white/black board	X	
Audio	songs	X	
	dialogues	X	
	stories		X
	tales		X
Audiovisual	videos		X
	movies	X	
	documentaries		X
Realia	objects (toys, plants, fruits)	X	
Online	websites		X

Authors: Jovany Bravo G.
Maria Fernanda Quevedo O.

Source: freshman (9th), sophomore (10th), and junior (11th) grades.

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

Variable	Indicators	Yes	No
Audio	flash cards	X	
	powerpoint presentation	X	
	maps		X
	pictures		X
	charts		X
	handouts	X	
	posters	X	
	word cards		X
	white/black board	X	
Visual	songs		X
	dialogues	X	
	stories	X	
	tales		X
Audio visual	videos	X	
	movies		X
	documenmtaries		X
Realia	objects (toys, plants, fruits)		X
Online	websites	X	

Authors: Jovany Bravo G.
   Maria Fernanda Quevedo O.

Source: 9th, 10th, and 11th grades

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.
Visual	flash cards	√	√								
	powerpoint presentations							√	√		
	maps										
	pictures										
	charts										
	handouts	√	√								
	posters										
	word cards										
	white/black board					√	√				
Audio	songs			X	X						
	dialogues										
	stories										
	tales										
Audio visual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)									√	√
Online	websites										

Authors: Jovany Bravo G.
        Maria Fernanda Quevedo O.

Source: 9th grade

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.
Visual	flash cards									√	√
	powerpoint presentation	√	√								
	maps										
	pictures			√	X						
	charts										
	handouts									√	√
	posters										
	word cards										
	white/black board			√	√	√	√				
Audio	songs										
	dialogues										
	stories										
	tales										
Audio visual	videos										
	movies							√	√		
	documentaries										
Realia	objects (toys, plants, fruits)					√	√				
Online	websites										

Authors: Jovany Bravo G.
                Maria Fernanda Quevedo O.

Source: 10th grade

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.
Visual	flash cards										
	powerpoint presentations					√	√				
	maps										
	pictures										
	charts										
	handouts	√	√					√	√		
	posters										
	word cards										
	white/black board			√	√					√	√
Audio	songs										
	dialogues									√	√
	stories										
	tales										
Audio visual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Authors: Jovany Bravo G.
      Maria Fernanda Quevedo O.

Source: 11th grade

Chart six: Pertinence and appropriateness of the supplementary materials used in private high schools

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.
Visual	flash cards	√	√								
	powerpoint presentations			√	√					√	√
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board							√	√		
Audio	songs										
	dialogues										
	stories	√	√								
	tales										
Audio visual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites					√	√	√	√		

Authors: Jovany Bravo G.
        Maria Fernanda Quevedo O.

Source: 9th grade

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.
Visual	flash cards					√	√				
	powerpoint presentations			√	√			√	√		
	maps										
	pictures										
	charts										
	handouts										
	posters	√	X								
	word cards										
	white/black board	√	√								
Audio	songs										
	dialogues									√	√
	stories					√	√				
	tales										
Audio visual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites									√	√

Authors: Jovany Bravo G.
        Maria Fernanda Quevedo O.

Source: 10th grade

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.	Pert.	App.
Visual	flash cards										
	powerpoint presentations	√	√								
	maps										
	pictures										
	charts										
	handouts							√	√		
	posters			√	√						
	word cards										
	white/black board					√	√			√	√
Audio	songs										
	dialogues					√	√	√	√		
	stories										
	tales										
Audio visual	videos									√	√
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Authors: Jovany Bravo G.
      Maria Fernanda Quevedo O.

Source: 11th grade

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards	1	1
	powerpoint presentations	1	2
	maps		
	pictures		
	charts		
	handouts	1	
	posters		
	word cards		
	white/black board	1	1
Audio	songs	1	
	dialogues		
	stories		1
	tales		
Audio visual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)	1	
Online	websites		2
TOTAL		6	7

Authors: Jovany Bravo G.
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Chart ten: Frequency of use of supplementary material in 10th grade

Variable	Indicators	Public	Private
		f	f
Visual	flash cards	1	1
	powerpoint presentations	1	2
	maps		
	pictures	1	
	charts		
	handouts	1	
	posters		1
	word cards		
	white/black board	2	1
Audio	songs		
	dialogues		1
	stories		1
	tales		
Audio visual	videos		
	movies	1	
	documentaries		
Realia	objects (toys, plants, fruits)	1	
Online	websites		1
TOTAL		8	8

Authors: Jovany Bravo G.
Maria Fernanda Quevedo O.

Chart eleven: Frequency of use of supplementary material in 11th grade

Variable	Indicators	Public	Private
		f	f
Visuals	flash cards		
	powerpoint presentations	1	1
	maps		
	pictures		
	charts		
	handouts	2	1
	posters		1
	word cards		
	white/black board	2	2
Audio	songs		
	dialogues	1	2
	stories		
	tales		
Audio visuals	videos		1
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL		6	8

Authors: Jovany Bravo G.
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Chart twelve: Frequency of use of supplementary material

Years	Public (f)	Private (f)	TOTAL	
			f	%
9th	6	7	13	30.2
10th	8	8	16	37.2
11th	6	8	14	32.6
TOTAL	20	23	43	100

Authors: Jovany Bravo G.
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Chart thirteen**:** Frequency of used material in the public high school

Variable	Indicators	9th year	10th year	11th year	TOTAL	
		f	f	f	f	%
Visual	flash cards	1	1		2	10
	power point presentations	1	1	1	3	15
	maps					
	pictures		1		1	5
	charts					
	handouts	1	1	2	4	20
	posters					
	word cards					
	white/black board	1	2	2	5	25
Audio	songs	1			1	5
	dialogues			1	1	5
	stories					
	tales					
Audio visual	videos					
	movies		1		1	5
	documentaries					
Realia	objects (toys, plants, fruits)	1	1		2	10
Online	websites					
TOTAL		6	8	6	20	100

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Chart fourteen: Frequency of used material in the private high school

Variable	Indicators	9th year	10th year	11th year	TOTAL	
		f	f	f	f	%
Visual	flash cards	1	1		2	8.7
	power point presentations	2	2	1	5	21.9
	maps					
	pictures					
	charts					
	handouts			1	1	4.3
	posters		1	1	2	8.7
	word cards					
	white/black boards	1	1	2	4	17.4
Audio	songs					
	dialogues		1	2	3	13
	stories	1	1		2	8.7
	tales					
Audio visual	videos			1	1	4.3
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites	2	1		3	13
	TOTAL	7	8	8	23	100

Authors: Jovany Bravo G.
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Description, Analysis and Interpretation of Results

A total of 30 classes formed the experimental considerations in order to group the necessary data to form the foundation for this research. Five class observations of three high school grades namely, freshman (9th), sophomore (10th), and junior (11th) in each of two much esteemed public and private institutions located in Brooklyn and Queens, New York, yielded the basic numbers to undertake the survey.

Very attentive observations of the teachers' approaches and dexterity on the use of supplementary teaching materials for each class were measured. The age range of the participant students was from 14 to 17 years old. The English proficiency level of the students in each grade was pretty homogeneous; consequently, the teachers did not skimp on the use of a vast array of helping aids to get the best of each class.

Qualitative Analysis
Public High School

9th grade (freshman class, students' age 14-15 years old)

Flash cards

Language students proved to get great benefits from the teacher's exploitation of flash cards as a helping aid in linking pictures with vocabulary right through reiteration. Macaro (2001) reports that the main function of visual aids such as flash cards is semantic, that is, it permits learners to understand what they hear, and to associate their learning through repetition.

The topic of the class observed in which flash cards came in handy was a vocabulary lesson. The class objective was to increase the students' vocabulary by involving students in activities where they were able to see a picture of an item and hear the name of it. These cards were undeniably pertinent to the topic and objective of the class, because the learners were able to see the portrait of words they were learning; as a result, by repetition and matching of word and picture the students were able to memorize connotations.

As an assessment activity, the flash cards were randomly shown, and the teacher called out on students for replays of the item's name and if possible to make up a sentence around the item shown. Conversely, the teacher named out loud an item and asked the students to show the card picturing the item. As a consequence, and knowing that language as a skill requires "doing or participating", the objective of the class was by far achieved due to the suitability of this supplementary material.

The barriers to effective learning are many. But one of the greatest obstacles is a student that just sits and listens due to lack of suitable helping teaching aids or wrong methodologies. Thus, to boost understanding of the class instruction, these flash cards were appropriately designed by the teacher considering the students' language proficiency level and age, as much as their necessity of increasing useful vocabulary.

The quality of this teacher-elaborated supplementary material employed for the class was superb; the cards showed the students the portrait of the vocabulary words they were learning; in addition, these cards were neatly elaborated and laminated using very clear three-dimensional pictures and dazzling colors over sturdy material to sustain handling. All these quality features had good repercussion on students' enthusiasm.

Handouts

The topic of this class observed was the analysis of a simple grammar rule on the use of phrasal verbs, and the objective was to master these combinations. The instructor employed these neatly teacher-elaborated worksheets showing six common verb-preposition combinations using the word "come". The whole class worked on mastering expressions such as "come out", "come forward", "come along", "come on", come across something" and "come down with an illness".

These helping sheets presented good attributes in regards to their manufacturing and quality. They were elaborated displaying splendid craft over good quality paper and medium size printing. Additionally, there were enough blank spaces for the students to work on each of the phrasal verbs.

Each student was assigned a couple of worksheets to deal with, and was required to write down simple but meaningful sentences guided by the pictures and their respective hints. During the students' class work, there was a lot of interaction and discussion questions between students and teacher, aimed at employing the phrasal verb combinations properly.

These handouts provided evidence that they were a great way to improve students' knowledge on the class topic since the vocabulary employed on the sheets were appropriate in regards to the students' age and language proficiency level; therefore, the objective of the class was achieved. .

After class work was finished, the learners' answers in the worksheets provided domains for conversations, and the conversations that took place within those domains were the primary means of mastering the proposed grammar rule. Since the instruction was aimed to instruct students on the utilization of the phrasal arrangements, the handouts were so relevant for the students to clarify any grammar

mishaps. The information and examples in the worksheets were pertinent to the class's aim given the fact that they let the learners grasp and master the use and exploitation of these verb combinations.

Songs

The purpose of this lesson was to help students think more critically about the meanings that songs convey to listeners throughout the expressions used in them, and to write a short essay with reference to the song the teacher brought to class.

This teacher used music and songs to accomplish his lesson intention due to the relevance and good atmosphere that music creates in the classroom and to the fact that students relate to songs as part of entertainment rather than work. Therefore, songs as supplementary teaching aid were suitable in this class to make the students find learning vocabulary, idiomatic expressions and pronunciation amusing rather than tedious.

To achieve the objective of this class, the teacher gave each student a copy a song lyrics. Whit the students following along, the song was played once. The instructor helped the students understand all of the song's vocabulary and/o expressions. At this point, the teacher asked some questions relating to the song such as: What happens in the song? What is the song about? What are some specifics lyrics which convey the meaning of the song? During this part of the lesson, it was important for the students to understand the meaning of the song and its message to the listeners. Once the students answered the teacher-formulated questions, they were invited to write a paragraph detailing how the lyrics support the song's message.

This activity provided an opportunity for students to think about the meaning of songs, and to think more critically about the world around them. By analyzing song lyrics, the students are taking a step into the critical-thinking world.

The supplementary material used to concretize this class objective, even though digitally played with stereo sound, was not directly appropriate to the lesson purpose, neither appropriate for the students' age since the song lyrics the teacher brought for this activity had too many idiomatic expressions and colloquial speech that were too hard for the students to understand and analyze.

The quality of the supplementary teaching aid employed was outstanding, the sound was digital and the lyrics easily distinguished from the resonance. There were some speakers strategically placed around the classroom to let every student listen to it.

White/ black board

The writing board is the most ancient yet it represents an indispensable supplementary aid for teachers. The topic of the first class observed where a board was utilized required from students to partake in writing and distinguishing on the board essential components of the language such as verbs, adjectives, and adverbs.

The teacher's objective was to make students aware of the correct uses of these components in realistic sentences and present them on the board. The blackboard as a supplementary aid was pertinent to the objective of the class in view of the fact that the learners were constantly helped in correcting mistakes by the whole class. In addition, the teacher exploitation of the board helped the students understand the lesson since they were able to see clearly what the teacher had written on it. He used large print moderately spaced over the whole blackboard area, and vivid chalk colors to enhance comprehension.

The class activities came out to be very lively since the student in turn to come to the board was to determine what part of speech the word in question was, before applying the color code to underline the word. Yellow chalk was for verbs, red for adjectives, and blue for adverbs. Once the sentences on the board were rightly colored, the students were required to come to the board and substitute the highlighted words for synonyms taken for groups of teacher-provided words. This activity was fun and full of discussions from all the class members.

Most of the vocabulary, grammar structure and complexity of the sentences employed in the class explanations were appropriate to the students' language proficiency level and age. There were no difficult or unknown words along the class. A distinctive aspect to stand out is the conviction that students showed at the board for they knew beforehand what part of speech they were dealing with based solely in the colors of the words.

The quality of the blackboard was remarkable. It was a brand new board without any discolorations. In addition, it was big enough to cover most of the front wall area of the classroom. The eraser was also new and made of a thick flannel capable of absorb quickly the chalk dust without leaving any residues.

Power Point Presentations

Skilled teachers resort to the utilization of technology to achieve high objectives. Woodward (2001) implies this asseveration eloquently when he says that knowing the assortment of available teaching tools, when and how to use them smartly makes you way better at teaching. He maintains that these tools are the heart of instruction since they complement teachers' job and help students make clear their doubts.

The objective of the class observed was to illustrate students the basic form of a simple and meaningful English sentence, for which the teacher decided to bring into play a PowerPoint presentation as the relevant and pertinent supplementary teaching aid to grab students' attention, and communicate clearly basic information. This auxiliary teaching material helped significantly to convey the class objective in view of the fact that the students were able to look at well structured sentences and discuss the possible   variations without altering their grammar structure.

Following the fundamental spoken explanation of the basic details on the topic, there was a well and clear PowerPoint presentation of sentence structure models on a screen in front of the whole class. The content of the material was suited rightly since it boosted the meaning of the grammar details. The slides showed in detail the mandatory components of an English sentence and the most common blunders that ESOL students make based on their mother tongue grammar. After each slide presentation, and before moving on to a new slide, there was students' partaking to make sure the information was being understood.

The quality features of these teacher-elaborated slides employed for the class include a clever usage of the spaces. The slides were not crowded of information and included elements that contributed to the point the teacher wanted to make. The slides showed glowing colors and good size fonts and type.

The vocabulary in the sentence models offered to the class was appropriate to the students' age and language expertise and fitted their understanding of the language with no major tribulations. The teacher showed cleverness by the chose of the words he employed to elaborate the sentence models. An important aspect to state here is the vast quantity of information this teacher was able to convey by this

PowerPoint presentation. Consequently, the students' understanding of the class

matter was effectively enhanced in a relatively short period of time.

Realia

Croydon (2007) advices the use of real objects (realia) to liven up lessons and

to bring in the real world into the classroom. He says that having the real things

helps kinesthetic (active) learners, eliminates doubts and provides more learning

opportunities than pictures alone.

The objective of this class was to use real objects in a role-play employing

sentence patterns to make the situation more realistic. The teacher had asked the

students in a past class to bring their country's flag and a map to show the rest of

them where they lived before moving to the United States, and to help them learn

the names of foreign countries. For instance, to teach his students about Nepal, the

teacher asked a Nepali student to bring his native country's flag, a map of the world,

and some photographs of such country.

Realia was pertinent to the class objective since it allowed the teacher to

engage the students in role plays, and introduce and practice target vocabulary and

sentence patterns (I am from Nepal), and serve as a facilitator to compare and

contrast countries. For instance, Nepal with The United States (Nepal is part of Asia.

The United States is part of North America). Besides these role plays students built

up in class came in handy since they had the chance to put into practice some

prepositions of place such as on, in, next to, in front of, beside, around, between,

among).

The material the students brought was appropriate for reaching the class

objective. The teacher managed the class so that the vocabulary, sentences and

expressions employed in the dialogues were in accordance to the students' age and

level of language proficiency. The class livened up thanks to use of the real flags, maps and some pictures. The exchange of information among the learners was so passionate that every student wanted in the future to visit their peer's native countries.

The quality of the realia even though was student provided, was good enough. The flags showed all the characteristics in design, color and symbols as the official ones. The maps students brought to class were large and of good quality. The students were able to distinguish major cities and emblematic places of some countries. The pictures were digital and recently taken.

Learning Styles

Many teachers recognize that each student prefers different learning styles and techniques. Learning styles group familiar ways that people learn. Every student has a blend of learning styles. Identifying and understanding students' learning styles, teachers can use techniques better suited for their students. This improves the speed and quality of learning.

As determined by the survey taken on the students' preferences and opinions of the diverse types of supplementary materials to which they were exposed in their classes, most of them declared that they liked better visuals. Additionally, since the students' preferred styles guide the way they learn, change the way they internally represent experiences, and the way they recall information and even the words they choose, it is very important for teachers to strive to involve more of the student's brain during teaching. This way, the students will be able to remember more of what they learn. There was almost a unanimous criterion in favor of the different types of visuals aids since these learners considered them as pivotal elements in their learning. However, their teacher being conscious of the diversity of his students'

ways of learning strived for picking a wide range of aids to try to suit and benefit all his students' learning preferences. The classes observed were a setting for the teacher in which he tried to employ a well balanced set of supplementary teaching aids in search of maximizing students' learning benefits.

10th grade (sophomore class, students' age 15-16 years old)

PowerPoint Presentation

This class took place in the school's computer lab. The topic of the class was "Infinitives". The teacher considered a PowerPoint presentation as the pertinent supplementary teaching material to address the topic due to the nature of the class intention and the high amount of examples he intended to present to the class in order to accomplish his objective. In addition, these examples included graphics representing action-verbs. Besides, to increase students' motivation, he added originality to the explanations by creating a list of infinitives to make up sentences using the students' names as subjects or objects.

This PowerPoint presentation was characterized by a very limited amount of written information on each slide. The teacher considered that this slide show was meant to accompany his oral presentation. The slides showed writings in the form of jot notes or bullet points. Each slide illustrated graphically the action the verb represented plus three o four bullets per slide showing examples of infinitives used as direct objects.

The teacher deemed convenient to limit the number of slides. Too many slides in a presentation, he said, may cause students to get anxious for the next one so that they might end up paying more attention to the changing slide than to what you are explaining. On average, one slide per minute was about what the teacher employed in this presentation.

The slides were teacher designed and showed appropriateness in vocabulary difficulty considering the students' level and understanding of English. As a result, all the students were able to read and comprehend the teacher's oral explanations.

The manufacturing of the slides employed in this class were of good quality. The writings in them were in bright red color over a white background. The font type and size were big enough and clear for every student to read from any location in the classroom. The way the slides were manufactured, that is showing important grammar points near the top of the slide, and ingenious examples made possible for the teacher to incorporate his own creativity and originality into the class explanations. Consequently, it was easily detected that due to the peculiarity of the supplementary teaching material, the students were able to grasp rapidly the concepts and use the infinitive free from trouble.

Pictures

The topic of this picture based class was to learn new vocabulary and at the same time to brush up on vocabulary already learned. The teacher staged in front of the class a few clear and bright pictures of storerooms. In them, there were a lot of tools, furniture, domestic devices, light fixtures, etc. sleekly stored. After a brief chitchat between teacher and students aimed to break the ice, the group began naming out loud what the teacher pointed out. Each student was supposed to write the item's name under its picture for a posterior class activity. There were recurrent corrections from the teacher to students' mispronunciations and misspellings of some difficult words. Once the naming of the items was completed, the teacher asked the students to make some sentences using the names the students wrote under each item in the pictures.

The use of pictures as the supplementary teaching aid in this class to gain knowledge of specific vocabulary was pertinent and demonstrated to be very effective in the acquisition of the class objective. As Macaro (2001) manifests, pictures promote remembering by reducing students dependence on the mother tongue, increase students' experience of language and supply recreation to learners. Consequently, the students were able to learn a vast number of new words not only by listening to their teacher but to looking at the items in the pictures.

The pictures employed for the instruction served the purpose of the class. The lesson objective which was the study of new vocabulary was accomplished. However, the pictures turned out to be a little difficult in terms of presenting some new and unnecessary vocabulary that were too high for the students' level of English. Consequently, this supplementary teaching material lacked appropriateness due to the fact that some items depicted in the pictures had a complex spelling.

The pictures the teacher brought to teach this lesson were of very good quality and wisely chosen from magazines, calendars and newspapers. They were big enough and showed clearly in dazzling colors several items related among them. That is, items you find in kitchens, in living rooms, in storage rooms, etc.

White/black board

In order to reinforce previous class content whose topic had focused on increasing students' vocabulary, this time the teacher used the blackboard as the supplementary material to connect with his students and strengthen her explanations. Due to the nature of the class topic, the blackboard turned out to be of singular relevance as a supplementary aid because the instructor's approach to the topic consisted on collecting students' opinions about terminologies, write them on the board and discuss openly for the whole class.

In a precise hand, he started her class by writing the date and the lesson agenda on the board. A particular detail to mention here is that the teacher added the time he wanted to expend on each class activity. This feature gave the lesson continuity and progress and introduced in the students the feeling of knowing "in advance" what they were going to learn. He also tried to appeal to the visual layout by using lots of colorful chalks.

The teacher wrote the new vocabulary words (for this class 15 words) with their meanings and grammatical functions, clarifying any doubts the students might have had as a consequence of past grammar misunderstandings. Meanwhile, the students copied down the vocabulary in their notebooks and asked the teacher questions about the new words. Next, the teacher evaluated the students throughout the rest of the class time by asking them to create sentences involving the new vocabulary, and also by asking to correct on the board the misuse of new vocabulary in wrong formed sentences.

The entire blackboard was used effectively; in fact, the teacher divided the board using the "H technique". This technique consists in drawing a gigantic "H" over the whole blackboard area; as a result, we get 4 well enclosed spaces to work on with the larger part of the board for the main content. All things considered, that is, the language the instructor employed, the way he managed the board and the constant motivation towards the students, made the blackboard the appropriate tool to accomplish the objective of the class. To accomplish clear explanations, some of the vocabulary studied in this class needed the help of some sketches; consequently, the blackboard was the ideal teaching aid for this purpose.

In terms of quality of this supplementary teaching aid, this board was made of sturdy wood and was in pretty good shape. There were neither discolorations nor

scratches on it. The crayons employed displayed bright and bold colors which were easily sprayed away with water.

White/black board

For this class, which was a grammar lesson, the teacher determined the blackboard as the pertinent supplementary teaching aid to deal with it. With the help of this supplementary material, the instructor wrote on the board a list of adjectives and adverbs without keeping his back on the class for too long. It is a relevant characteristic in good teachers to have the ability to write on the board while still keeping a sharp eye on their students. Since his main concern was that the students were grammatically confused, he had prepared a well elaborated board based lesson showing clearly the basic differences between adjectives and adverbs with well elaborated sentences stressing their functions. The blackboard served the teacher's purpose because the idea was to elucidate complex rules and explain them to the class as a whole group. Subsequently, to address any misunderstandings, the teacher always checked and received feedback on what he wrote as he wrote.

Many students have visual memories so the teacher, while writing on the board, was very careful about accuracy of spelling, appropriateness of vocabulary employed, and grammar knowing that the students would copy it down in their notebooks to learn. Once the basic differences between these two grammatical types were well established, the teacher asked the students to produce their own examples regardless of any mistakes. Afterward, these examples, as they were created, were written on the board to analyze in terms of accuracy. For many people, the blackboard may seem a childish supplementary aid, but to work openly in front of the class and receive any pointers to shed light on doubts, the blackboard became the appropriate tool to accomplish this particular class objective.

The teacher divided wisely the board into sections. He had one part for use during the lesson to write down examples and to clean it off to re-use it. He used another part for writing key grammar points and short guidelines on how a word is used which stayed there untouched for the whole lesson to help students while working making up sentences.

The distinguishable characteristic of this board was its quality. It was a brand new item painted in bright green color. Its green colored background made easy and very noticeable any writings on it. A corner section of the board of approximately 30% of the entire piece was marked with small squares for graphics. The board did not have any scratches, stains or cracks. It was a teaching aid of splendid quality.

Realia

According to Brown (2001), "There is nothing like an object lesson…Realia is probably the oldest form of classroom aid , but its effectiveness in helping students to connect language to reality cannot be underestimated". (p.143)

For this class, the topic was a grammar lesson on the use of adjectives and adverbs. The teacher used real life objects that students were able to touch, feel, and even smell to effectively teach ESL components and to make this a lesson they will never forget. Consequently, due to the purpose of the class, realia became the pertinent teaching aid to address the focus of the lesson. Objects that were part of the classroom environment such as plants, drawings, and even the students' belongings were appropriate to employ for such intention.

 The objective of the class was to put adjectives and adverbs which the students had already studied, into practice in sentences. The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner.

At first, the teacher recalled the use of grammatical patterns on adjectives and adverbs, and then the next step was for the students to construct sentences using the object the instructor pointed out to, or put in the students' hands. The fact that the students were able to touch and see the objects at the same time as hearing the teacher' s requests made them able to act more confidently and make up sentences based on the physical characteristics of the objects. That is to say, the realia objects employed for this class were appropriate to the students' level of vocabulary and proficiency in the language. Being able to touch and see objects familiar to the learners woke up in them a wider range of learning styles than a simple flashcard picture of the piece.

Because the objects employed as supplementary teaching materials were appropriate to the students' knowledge of the second language, it was not difficult for them to think of adjectives paired with adverbs based on the physical characteristics of the real objects. The whole class was willing to participate in making up sentences.

Even tough the quality of the realia objects employed in this lesson did not depend on the teacher, they were smartly chosen. The pieces were in good stand without any broken parts. The objects employed were made of materials that did not represent any hazards for the students.

Movies

If a picture speaks a thousand words then movies must express millions. The objective of the class observed was to supply practice in constructing simple past tense forms and to give students a context to write a narrative paragraph using appropriate temporal adjectives and past tense forms. Due to the intention of the lesson, the instructor deemed pertinent the use of a movie as the ideal supplementary

teaching aid to address the class objective. The teacher showing sensitivity to the cultural insights that movies depicting a series of actions provide resorted to a movie in which the language content was beneficial for the learners.

The class was divided into small groups and watched the movie segment. The teacher played the movie segment twice to be certain that all the students understood the vocabulary. Before the show, the teacher explained to the students that he did not expect them to understand every word in the movie given that movies present language in a way that is often more natural than that found in course-books. In conclusion, most of the vocabulary expected to be found in the movie was appropriate in terms of complexity for the students' age and level of language proficiency.

Next, each group wrote a short summary of what happened in it, step by step in simple past. The students were asked to use temporal markers like first, then, next, finally, at the end, etc. Finally, one group member read the summary aloud while another member of the same group listed on the board the verb forms used by them writing both the simple past and the present tense forms. This last activity was repeated until all the groups had the chance to participate. Furthermore, as an extra activity for vocabulary discussions, on the board the teacher circled the verbs common to each group, and underlined those that were uncommon, without overlooking to correct any one that was ill-formed.

The video employed for the instruction had very good quality in image and sound. The movie was smartly picked out from a list of movies that belonged to the school and were constantly updated to ensure good quality instruction.

Flashcards

According to Lowman (1995), supplementary materials are "the instruments put into service in a classroom to supply extra ideas to make the processes of teaching and learning comprehensible and effective" (p.39). Based on this asseveration, the class observed was a proof of the effectiveness of flashcards as teaching aids to enhance desired results.

The objective of this class was to teach students new vocabulary exploiting and integrating flash cards to the lesson. From a group of animal flash cards, the teacher introduced each vocabulary item with flashcards and asked the students to respond nonverbally through actions to the cards. For instance for a flashcard depicting a monkey, a student moved like a monkey. Next, the teacher, as he showed the animal flash card to the class, said the words slowly, happily, angrily, loudly, quietly, to make the student in turn act accordingly.

The lesson was complemented with a "guess what it is" game. The teacher placed a number of flash cards on the board. He described one of the animals on the cards without saying its name, for example, "It is big…" It's got wings…It can fly but it can run…" The student that was able to name the animal won a mark. The game continued until the whole set of 25 flashcards were gone through.

With the help of another set of flashcards the teacher had the ability to show the learners pictorial representations of new vocabulary word he wanted to teach. On one side of the cards the students could read a name while on the other side of them they were able to see a picture of an item that would not represent that name. To assess this activity, the teacher placed the flashcards on his desk so that the students were not able to see the picture. Then, he named an item and instructed a student to go up to his desk and look for the card that would correspond to that name and show

it to the class. For this activity the flashcards illustrated tools you find in a workshop.

The supplementary material employed to address the objective of the class came in pertinent because the instructor was able to bring about his intention and enhance students learning which was to teach vocabulary words through more than one sense. That is, the learners were able to see the picture and hear the word.

The vocabulary the instructor introduced in this class was basic, fundamental and appropriate for learners at this level. The flashcards depicted items commonly used in an everyday basis and around the house. The instructor wisely chose these words considering the students' age and language ability making sure that these learners did not get confused or discouraged by the class activities and class requirements.

The flashcards used to address this lesson were teacher-fabricated and of excellent cardboard quality and bright colors; As a result, they definitely caught the students' attention. The most important aspect was that the flashcards had the perfect size so that even students sitting in the back of the classroom were able to see them without any problems. The pictures depicted in the flashcards were clear and three-dimensional for better positive reception.

Handouts

Handouts were the supplementary teaching material used for this class. The primary goal of the class was addressed wisely and diligently by the use of handouts. Although the class objective was to deduce word meanings without the help of a dictionary but only considering the context were the word was found, this class was also a pronunciation coaching session. The use of handouts to deal with the subject matter was pertinent since the sheets showing the target words were found around

familiar vocabulary so that the learners were able to infer words meanings. Thanks to the worksheets the learners worked analyzing context to work out doubts that otherwise would have required a dictionary.

The teacher handed out to each of the students a copy of a worksheet containing a one page long history on "spending time in London". Whit the 2012 Summer Olympics taking place very soon, London is rarely out of the headlines. This worksheet looked at some things to do in London with a short comprehension and practice exercises. Throughout the lesson, the teacher read his own created handout paying special attention to word intonation and repeating words that were difficult to articulate to make sure the students can say again the words later on as close as to the teacher' s articulation.

After the story was read, the students worked on the worksheets trying to infer the meaning of new vocabulary words by context. They were required to deduce the meaning of seven words that were previously underlined throughout the story.

The target words found in the handouts were suitable for the students' level of language expertise and age. Along the text, there were some difficult words that the teacher easily was able to explain using commonly used synonyms. To evaluate if the students had figured out the right meanings of the target words, the teacher asked them to use these words in new sentences. Some of the vocabulary words were "appraisal, swarming, drained, languid". In regards to pronunciation instruction, the instructor created a choral drill on the target words and on some other words presented in the story that he deemed problematic. This activity turned out to be also appropriate for the students' English proficiency level since most of them completed the worksheets without any major setbacks.

The handouts distributed to the class were teacher elaborated, they were computer- typed using a 16 size font. The target words were bold printed to call the students attention. The sheets had enough blank spaces for the students to work on. In conclusion, these supplementary worksheets were of good quality in terms of presentation and design.

Learning Styles

In addition to students being naturally different from one another, they also have many different ways to take in new information. When mismatches exists between learning styles of most students in a class and the teaching style of the professor, the students may become bored and inattentive in class, get discouraged about the course, and in some cases drop out of school. To overcome these problems, teachers should strive for a balance of instructional methods. If the balance is achieved, all students will react positively to instruction, increase their comfort level and be willing to learn.

After observing these 5 classes at this 10th grade public school, it is not erroneous to deduce that the teacher strived to bring in as many supplementary teaching resources into the classroom as he could in order to increase and enhance students' understanding of the class topics in order to improve students' language skills. The fact that the instructor proved different approaches with different supplementary tools made the students aware that the goal of the teacher was to show them that the more they become aware of their own learning styles, the better they learn. The students reacted very positively to the teacher's versatility in using an ample range of helping tools to deal with their lesson plans. All the class observed were a manifestation that this particular teacher considered his students' learning styles before planning his lessons.

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11th grade (junior high class, students' age 16-17 years old)

Handouts

Sheets with little graphics were given to all the members of the class. The class topic was a picture matching game projected to reinforce language rules.

Handouts are crucial in language teaching so this teacher made sure his students paid attention to the content of the handouts as much as to their appearance. The quality of these teacher-built worksheets was outstanding; they were made of sturdy white paper showing no variations of font types. The headings in the sheets were written in a font size and style different from the rest of the writing. The graphics in them displayed bright colors and there were no gaping blank spots. The quality of this supplementary teaching material was highly noticeable and was a factor in increasing and maintaining learners' motivation throughout the whole lesson.

This teacher wanted the students to work bringing out information from a previous class. So, the students had to associate the graphics in the worksheets with pictures they had seen in a recent class in order to complete successfully the teacher-created handout. For example, the worksheet showed the lay out of a neighborhood with different types of shops, buildings, cars and people's activities and occupations. The students were required to fill in the blanks where required to name and distinguish the variety of items depicted in it. To accomplish this objective, the learners had to resort to their memories since no clues were given to do it.

On account of the class objective, these handouts were an important factor in addressing the teacher's intention. They were pertinent in a sense that the pictures depicted in the sheets made students resort to their memories to complete the class

tasks. By completing these class activities, the instructor became sure the objective of the class had been addressed satisfactorily.

All in all, the class activities involved a challenge for the students' memory, and the teacher resorted to handouts as the ideal teaching tool to approach the class objective. The vocabulary, pictures, and terminology employed in the handout were appropriate to the students' age and matched properly students' English skills.

White/black board

The blackboard was the supplementary teaching material used in this class to illustrate an array of examples on how the past tense of regular verbs should be grammatically formed.

The class topic consisted of a grammar lesson, and the objective was for the students to memorize and distinguish from a group of verbs those that are regular and those that are irregular verbs, as well as to learn the rules to construct the past tense of regular verbs.

The instructor included different color chalks and used them as much as possible to make the lesson more dramatic. As a result, the blackboard was a manifestation of multicolored sentences in which the parts of speech were undoubtedly distinguished. A salient factor to distinguish in this class was that the teacher did not write everything he said on the board. He only wrote the important points such as the "ed" and sometimes only "d" to form the past tense of regular verbs. "It usually works best to write a term o draw a picture and then explain verbally" he said.

The teacher handed out to each of the students a piece of paper showing a mix of regular and irregular verbs. From this list a few verbs were chosen and written on

the board to work on distinguishing their kind. Next, the teacher provided the past tense of each verb in the list according to its type for the students to memorize.

By using the board as a supplementary aid, the instructor was able to call out on students to come to the board to asses understanding of the class topic. Consequently, he was able to determine who needed more attention to reinforce their weak points.

The blackboard was a significant supplementary material that helped the teacher to address in detail the lesson topic as much as to reach the class objective. All the particulars needed to explain the lesson were conveyed openly in print for the students to copy and analyze.

Since most of the students were to some extent proficient in dealing with verb types, the board came in handy and appropriate to present rapidly a wide range of examples without too much detail.

The quality of this supplementary teaching aid was first-rate; it was a brand new piece big enough to cover mostly the entire front wall of the classroom. It was made of wood and painted in black. It did not have any chips or defects in terms of color and uniformity. It was pinned over a well-built stand so that the teacher was able to flip it over to use both surfaces.

PowerPoint Presentations

The objective of this class was to teach students how to write a résumé aimed to present in an eventual job-search.   .

The class had the opportunity to watch on the screen in front of the room how to correctly answer a work proposal and send back a résumé written in the correct way. All the key points the slides showed were accompanied by famous cartoon characters. After each slide presentation, the teacher paused to read and explain step

by step the techniques that job-seekers employ as well as what information is appropriate and not appropriate to include in it.

The slides showed the learners the different kinds of resumes according to job types, job positions, and even monetary compensations. The teacher wanted to introduce this topic due to the fact that soon after graduation most of the students present in this class will be looking for jobs. Subsequently, a PowerPoint presentation was the pertinent supplementary teaching aid to deal with the objective.

All the key points the slides showed in regards to writing and effective résumé were explained employing vocabulary appropriate to the students' level of language understanding and age. Besides, the slides were coupled with pictures to make understanding more efficient in order to achieve the objective.

The quality of the projector and the visuals were magnificent. The electronic device belonged to the school language laboratory, and the slides were teacher prepared. The images were clear and very well designed. They showed significant details such as different font types, bright colors and well known cartoon images.

Handouts

The class topic was "Conditionals" and the supplementary teaching material used in this class to effectively address this topic was a set of handouts. The class objective was to refresh some concepts on conditional forms that may need some work.

These worksheets had fill-in-the-blanks activities. The class under the instructor's suggestion worked out the handouts in pairs. The instructions on how to complete the exercises were clearly drawn up on top of the worksheet. In view of the fact that this class was a past lesson review in order to study for an oncoming grammar test, the instructor did not expend too much time reviewing the grammar

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on conditionals. The whole class worked just completing the exercises. However, the class always had the opportunity to ask questions based on the information presented in the worksheets.

The teacher was very happy to see the surprising results he obtained by using the handouts to deal with the topic and to achieve the objective. The worksheets given to the class included examples of conditional sentences using the construction "If + subject + verb (past tense) as well as sentences using "Would". A set of exercises to be completed by the students followed each sample sentence. Discussions over the exercise answers and alternative solutions complemented the class activities.

The worksheets let the instructor check on learners' individual performances and outputs so that he could easily determine how ready the class was for the text. Due to the nature of the class topic and purpose of the exercises, this supplementary teaching material employed was a pertinent teaching tool to train the class in order to achieve the goal.

Vocabulary wise, the instructions and exercises presented in the sheets were sharply considered in accordance to the students skills on the foreign language. There were no ambiguities in regards to the level of language employed in the exercises. All the class was able to work smoothly on the handouts with no major setbacks.

The quality of the sheets distributed to the class was pretty acceptable. Sample sentences as well as brief grammar pointers were typed in bold black print over a white background. The blank spaces to be filled out were ample enough to include the answers clearly and the sheets' font type was big enough to read them without difficulty.

White/black board

The topic of the class observed was a grammar lesson on the use of a frequently confused pair of English conjunctions such as "because" and "because of". The lesson objective was aimed to elucidate any confusion of these two forms and to be comfortable using them in every day conversations.

To address effectively this English grammar class, the teacher determined that the blackboard was the pertinent supplementary teaching aid to deal with this topic because of the necessity of showing the class some examples and contexts where this forms always occur. The teacher wanted to make sure the students copied a great number of these cases to memorize.

The class started in a creative way, the teacher wrote in the middle of the blackboard the word because. Then, it was the learners turn to cooperate by providing sentences using the target forms. A lot of responses came out, and the instructor carefully wrote on the board all of them for a posterior analysis. An interesting detail to observe on the board was that the target word had a distinctive color to differentiate from the rest of the sentence. Once the board was almost full of legible student-created sentences, the instructor explained the key grammar points and provided plenty of sentences showing the proper use of this pair of conjunctions. As a result, the learners were able right away to correct themselves the sentences that were ill written on the board. This whole class activity was motivating for the students.

The vocabulary employed by the teacher and the sentences written on the board to address the class objective were suitably employed considering the learners' language abilities and age. Most of the vocabulary used by the instructor was no different from the one employed by teenagers in every day interactions.

In regards to the quality of the supplementary teaching aid employed in this class, it was easily observed that both the board and the eraser were well maintained. The board was free of scratches and stains. Its color was pretty much uniform and its surface was smooth which it made easy to write and erase very fast without leaving any marks.

Dialogues

The topic of this class was a listening and speaking session aimed to report urgent situations. The projected goal for the class was to master orally some necessary English commands commonly used to report emergencies.

The class activity was based on making students use an emergency phone number to make a call to report a break in a neighbor's apartment. The class made use of two rooms, both equipped with an actual telephone. Students took turns making the phone calls and establishing a dialogue to report the incident. Before the activity took place, the instructor asked the students about their experiences if any in the situation featured in the dialogue. Then, he wrote on the board important phrases and grammar structures for the students to follow along. Additionally, the teacher passed out a printed dialogue to each one of the students. Next, the students rehearsed the dialogue in pairs. They took on both roles, first reporting the incident, and then as the police officer receiving the report. On the first dialogue practice which served as a sample for the class, the teacher took on the role of the police officer receiving the report.

The printed dialogue that served as the supplementary teaching aid was relevant to the class topic and objective. It served as the guideline to direct the students along the whole process of reporting the incident. The students were able to

practice and to some extent to master important commands that people regularly employ to report incidents.

The content of the dialogue in terms of vocabulary was suitable for the students' language proficiency level and understanding of English. All the information in the sheet of paper was tidily written for the students to understand without major intricacies.

The supplementary material used in the class to address the class objective was a piece of paper printed in black ink and carefully structured showing clearly the guidelines the students were supposed to follow. All the information was computer printed in a 14 font size. The script included in a visible way orthographic signs to make the reading plausible.

Learning Styles

Observing these five class procedures and approaches the instructor took in order to meet class objectives, it is easily that this particular teacher often experimented with new methods and teaching tools in order to discern which one was the most appropriate and pertinent to coach his students.

The students' attitude was always positive; they were always open to try new approaches in search of determining the one that suited their preferences. Clearly, people retain little of what is only heard or only seen, but when seen and hearing are combined in the instructional process, there is great retention. If "doing" is added to seeing and hearing, learning comes even faster. It is "doing" that makes learning permanent. If there are more senses involved in the learning process, then there is greater retention.

After all, this teacher, conscious of the singularities of his students' learning preferences aimed for providing his classes with a variety of aids to suit their

learning styles. He was always trying to involve the class in the process of "doing or 'acting" to complement the verbal instruction. This instructor always had a good relationship with the students; consequently, the class environment became a perfect stage for seeking new approaches to teach.

The students admitted to be open to try different supplementary materials in class. Even though they knew they had different learning styles, they never showed any preferences for a specific supplementary teaching tool; nevertheless, they wished they would have had more access to modern technology. For instance, they would have liked to involve their cell phones in class.

Private High School

A total of 15 classes formed the experimental considerations in order to collect the necessary data to form the basis for this research. Observations of three high school grades namely, freshman (9th), sophomore (10th), and junior (11th), of a much respected private institution located in the area of Flushing, New York, produced the basic numbers to start the investigation. Five close observations of the teachers' ability on the use of supplementary teaching materials for each grade were considered. The age range of the students who participated in the investigation was from 14 to 17 years old. The English proficiency level of the participants in each of the three grades was pretty uniform; therefore, the teachers did not skimp on the use of a vast selection of supplementary helping aids to enhance their teaching and their students' growth in language proficiency.

9th grade

Flashcards

A flashcard is nothing more than a card printed with words or numbers and briefly displayed as part of a learning drill. Flashcards remain one of the best tools for memorizing information and are widely used by language teaching institutions.

The lesson topic for the class observed was the study of some specific subject matter vocabulary. The Theme chosen for this class was the learning of names of items found in a classroom. The class objective was to make the students familiar with the names of items they see on an everyday basis.

The teacher worked with about 27 flash cards. Each card depicted the picture of a single item found in a classroom. On the reverse side of the card was the item's name. The instruction consisted on flashing the picture cards and saying the name the card represents. Once the instructor completed exposing all the cards twice, it was the students turn to name the item the teacher chose to flash. A complementary activity in this class was the use of the flashcards to practice spelling; that is, one student would pick out a card and read out laud for another student standing at the blackboard. The challenge was to first read the name and then spell the name letter by letter for the student to write it at the board.

This supplementary teaching material used to reach the class objective was particularly important since it let the learners visualize and memorize classroom items' names very quickly without resorting to any translations or the use of a dictionary.

The vocabulary presented to the learners by these flashcards was appropriate and essential for the students at this stage of their language learning. The approach the teacher employed to introduce new words turned out to be very attractive considering the students' age and their language skill level.

These teacher-created flashcards used for the class activities were colored in various tones to stimulate visual sensors in the students' brains and to breakup the monotony of the white background. The flashcards were carefully and neatly crafted using good quality paper and bright colors to draw the students' interest and motivation.

Stories

The topic of the class observed was to provide training in speaking, and its objective was to encourage confidence in students' ability to describe a sequence of events by means of retelling a story. To bring about this objective, the instructor proposed the class to recount a cool teacher-created story describing a journey.

Working in pairs, one student being the listener and the other the story teller (speaker), each pair imagined they were standing outside of the speaker's front door. The speaker verbally gave the attentive listener an imaginary errand to carry out. The exercise consisted on having the speaker explain to his partner how to go into the house, travel to the bedroom, and once in there, look for a special treasure hiding somewhere in the room. The speaker had previously told the partner a story about why the thing to be retrieved from the bedroom is special. The final leg of the adventure was for the treasure retriever (listener) to find his way out of the house. For that, the speaker explained his partner how to travel back to the front door to bring the special thing out where he will be waiting.

Since the topic of the class was to provide the learners training in speaking in order to gain fluency, the supplementary teaching material employed for such task became pertinent because it let students rehearse and work on their speaking abilities. Furthermore, the speaking drills promoted in class through this dialogue

made the learners gain confidence in speaking the foreign language which was the objective of the class.

The vocabulary, grammatical forms and complexity of the dialogue employed in this class was appropriate to the students' abilities in the language. The structure of the discourse employed as the teaching aid was carefully chosen considering the students' ability and skills in the foreign language. Moreover, this dialogue stirred students' interest in speaking and the vocabulary the students needed for recounting the story was in accordance to their English proficiency level.

The quality of the script the students got to read and follow the dialogue was pretty clear and neat. This computer-typed paper had a big enough font size for the students to read it without any effort. Each student got a copy to keep.

PowerPoint presentation

The topic of this class was writing lesson, and its objective to engage the students in a creative writing exercise using story maps in the form of an outline. Story maps are graphic representations of multiples components and sequences of events of a story, which clearly sketch the relationship to each other. For this purpose, a PowerPoint presentation was the supplementary teaching tool employed in class to do it.

This PowerPoint presentation began by showing the first slide which, according to this teacher's observation, the PowerPoint program assumes that in every presentation the first slide shown on the screen is always a title slide. So, with the title of the story in mind, the class did not have much difficulty to deduce the argument of the story they were about to watch.

The program took approximately 20 minutes to show the whole set of slides. There were approximately 20 slides and each slide stayed on the screen for 1 minute.

After the presentation, the teacher helped students with the initial process of organizing their thoughts before proceeding to write the story. As a post reading exercise, the students reflected on the story to summarize it.

The supplementary teaching tool used for this lesson was pertinent and served the intention of the class. The learners worked diligently on writing their story in accordance to what they watched on the screen. The PowerPoint presentation made students work out their minds to translate into words what they saw in images.

The slides presented to this class required from the students to represent images into words. The theme of the story maps showed in this class was pretty much in accordance to the students' writing abilities according to their age and school grade. So, the challenge for the students was in compatibility with their language proficiency and writing skills.

This set of slides was school-owned and created by a professional firm specialized in technological tools supplies. So, the slides quality was excellent. They were made of thick plastic over which three-dimensional pictures were drawn in dazzling colors. The projector which was school-owned was new and well kept.

Websites

Hadi (2007) argues that evading the use of computers in today's language teaching is a change for better to worse because online resources abet teachers to generate phonological instruction which develops sociocultural contact of the foreign language in students.

The topic of this class was a pronunciation lesson, and its focus was directed to correct students' pronunciation of awkward but frequently used English words in a native-like manner.

The teacher employed a website based on articulation of difficult words. The class activity began when the computer screen, which was expanded and shown on a wall via overhead projector, displayed the word for a few seconds (10). During the pause the students had the opportunity to pronounce it. Finally, the computer uttered the word which was listened to through a pair of speakers strategically placed in the back of the classroom.

Following each word, the teacher called out on any student to use it in context and to say the sentence in a native-like pronunciation manner (imitating the voice coming out the computer).

This supplementary teaching Software used for teaching pronunciation had a pivotal significance in accomplishing the class objective. The students learned to pronounce the words by imitating what they heard and repeating them over and over as many times as they wished without any objections from anybody. Since the class topic was a lesson in pronunciation, this software program employed as a helping tool served the purpose.

The software program chosen by the instructor to teach pronunciation had a set of words the teacher deemed appropriate for the students to learn. The vocabulary words and the way the software program presented them were appropriate to the students' level of language proficiency and age.

The quality of the supplementary material was splendid. It was a software program that has been recommended by the New York City board of Education department for use in ESL pronunciation tutorials. The computer and the projector employed to teach the class belonged to the school and were in pretty good shape both physically and functional.

White/black board

For this class, in which the teacher exploited to the utmost the use of a blackboard, the objective focused strictly on mastering the English grammar rules that deal with the forms that subject pronouns take when they function as object pronouns. It was an English grammar class.

The teacher used the blackboard to write a vast number of sample sentences exemplifying the grammar rules and the cases that do not conform to the rules. This was a session in which the teacher took advantage of this supplementary teaching device to reach the class objective. Since the grammar rule explanations was intended to reach every one of the students, the blackboard became relevant to show the class clear examples and illustrative sketches depicting the changes the pronouns suffer.

Since this was a grammar class, and considering the students age and language expertise skill, the instructor deemed appropriate to use a visual approach on the blackboard to teach the lesson. He appealed to his students' senses to enhance retention; therefore, he wrote on the blackboard large and clear sample sentences considering the size of the classroom. He used colored chalk as much as possible. He sometimes used diagrams combined with words to explain key points more eloquently. He always wrote from left to write and from top to bottom. Consequently, to erase the board he proceeded exactly the same way, which was from left to right. This way, he always was sure to erase the oldest writing not the most recent so that the students always had time to copy important information in their notebooks.

The good quality of the blackboard was by far noticeable. It was fabricated of a very thing wood painted in light green and framed around with a narrow white plastic molding. It was a beautiful design. It did not have any discolorations or

stains. The quality of the wood let users to write on it very fast and clean it easy with a damp cloth. It was a washable item.

Websites

The topic of the lesson observed centered on "restaurants and food", and the class objective was to teach students a cultural lesson based on food choices.

The instructor divided the whole session in two parts. First, verbal instruction where he taught the students the most important vocabulary related to food in English speaking countries, and habits and beliefs in regards to food choices. Second, web surfing where the students were allowed to surf a restaurant web page with his guidance.

The instructor made the students believe they would live in a Spanish speaking country and were coming to New York City. One of the first things people would like to do here in New York is to taste the local cuisine. Thus, the students visited a New York City restaurant web page to scrutinize the food offered there. Before visiting this web page, the instructor invited the students to think about the food they were likely to find there. Additionally, the students read a set of teacher-elaborated statements on Spanish and American food cultural traditions.

With the information found in the restaurant's web page, the students wrote a list of differences when comparing American and Spanish restaurants; for instance, opening and closing hours, prices and food varieties, food combinations, food portions, gratuities, etc. in order to determine cultural disparities in food practices between English and Spanish people.

The auxiliary teaching material employed for this class let the teacher serve the class topic and the students reach the class objective. It was pertinent since the web page employed taught the students cultural preferences of American people which

compared with Spanish cultural traditions permitted the students establish cultural differences between theses two ethnic groups.

This lesson was aimed to instruct the students on basic knowledge of cultural traditions based on racial heritage. The webpage visited by these learners was appropriate to their level of understanding since it offered pretty basic knowledge on culture that was suitable for these students' age and expertise in the foreign language.

In view of the fact that the website employed for this class was produced by the WGBH technology which is a very prestigious institution in The USA, and was press previewed, its quality was first class. The information and prompts in the web were pretty clear an easy to follow. The students were very happy working with it.

PowerPoint presentation

The class topic consisted of an assumption that a local club of weather watchers had asked the class to create a PowerPoint slide show on the diversity of clouds that exist in the atmosphere. The weather watchers had plans to use this student elaborated slide show in climate tutorials and environmental science fairs. The class objective was to have students create their own slides to present them to an audience.

To fulfill this request, the students were asked to plan the presentation using first pencil and paper and then the Microsoft PowerPoint 2003.

In view of the fact that this was a project that was not intended to be completed in a single session, the instructor had previously divided the class in 7 groups. Each group had been asked to research on a specific type of cloud and draw two clouds of that type, one in pencil and paper, and the other by computer on a transparent base to be used as a slide for the show.

With all the slides and the sketches gathered, the students rehearsed the presentation as the weather reporters using the pencil and paper sheets. The instructor patiently taught the learners the steps required to perform satisfactorily in front of the audience. The teacher also was very predictive of the English commands the students would use during the presentation that he taught them what to say and not to say to the viewers. Finally, the teacher using the student-made slides instructed the whole class how to use the PowerPoint to create the slide show.

Since the class objective was to make students create their own PowerPoint presentation, the supplementary material employed to reach their goal was pertinent since it prepared and trained the learners on how to create the slides and use the projector. At the end of the class the students were fairly well instructed on how to create slides and how to develop a PowerPoint presentation.

The supplementary material employed to make students perform a PowerPoint presentation was appropriate to their level of knowledge in the language and to their skills in operating the projector. With the teacher instruction and the rehearsal on steps to take and vocabulary to use in an actual PowerPoint presentation, the students were pretty much ready to take on the challenge of performing in front of an audience.

The supplementary material employed to put together the presentation, was of fairly quality. The student-created slides were acceptable and fit to be used. The graphics on the slides were colored and computer printed. The vocabulary employed to explain the graphics was clear and neatly placed. The Slides were big enough to cover the whole screen. In conclusion, the Microsoft PowerPoint 2003, both the

paper and pencil sketches and the transparent laminas were of outstanding quality. They made up the proper supplementary teaching aids for this science class.

Learning Styles

Experience and knowledge are important features that make teachers proficient in their field. It is known that students preferentially take in and process information in singular ways; some learn by seeing and hearing, others do by reflecting and acting, others by analyzing and visualizing, and others by reasoning logically and intuitively. Teaching methods also vary. But, versatility in experienced teachers makes them try a combination of teaching approaches to suit their students' learning preferences.

After observing the development of these five classes, it was perceptible that this particular teacher was meticulous of the variety of learning modes his students enjoyed. All his classes were a continuous endeavor on using different teaching aids to suit his students learning inclinations.

There were visuals, audio, and above all, technology, involved in those class explanations that could be easily detected how every single student enjoyed and benefited from the verity of those supplementary teaching materials. Technology was specially the field of their inclination To this concern Woolfolk (2007) manifests, many teachers reckon that students have well defined predilections for how they learn new information, and that instructing them considering these predilections will enhance learning.

The student survey on their supplementary teaching preferences for this particular grade showed a wide variety of tendencies. This instructor definitely considered meticulously this fact to plan his lessons.

10th grade

Posters

The topic of this class was grammar instruction on the basic components of the English language, and its objective aimed to improve the learners' writing skills.

The supplementary teaching material used in this class was a poster. The instructor presented to the class a poster. By a simple glance at it, the students could easily determine that this teacher had invested a lot of research to create this teaching aid.

The instructor stuck a forty by thirty inch light yellow thin cardboard poster in front of the class. The poster showed clearly the three main components that an essay must contain in order to be complete. Additionally, each component was well defined and illustrate in it for a better comprehension. The instructor spent a considerable amount of time explaining to the class each of these parts and making the student work on them.

The use of this supplementary teaching aid was particularly important for accomplishing the class objective since it presented concise information and examples of the elements that form an academically well structured piece of writing. The learners had the opportunity to work and correct themselves their work. The poster was related to the learners writing progress since they could count on the cues writing on it to improve their work.

It turned out very handy for the students to relay on the clear and concise indications based on the students need to improve their writing skills. However the vocabulary employed in it lacked appropriateness considering the students 'age and language proficiency level. The language employed in the examples the poster presented was a little too intricate for the students to understand. In short, there was

a little bit of time wasting for the teacher and the students trying to look for easier vocabulary.

The quality of the poster was first class. It was finely designed showing glowing and well organized important information over a yellow background. It was made of a thin piece of cardboard and laminated in plastic to keep off dust and to endure handling.

White/black board

The topic of this class was grammar. It was a lesson about three very frequently used English prepositions. The objective of this class concentrated on teaching the class the proper use of "*in, on,* and *at*".

The perfect match for carrying out the objective of this class was one of the most ancient yet most known teaching aids you can find in a classroom, that is, the blackboard.

The instructor deemed pertinent to use the blackboard to reach the objective of the class since this supplementary teaching aid made easy to control the pace of the lecture and eliminated the urge to force to assimilate information presented. It was apparently the high amount of information and lack of illustrations what created in the students the irregularities and errors in the use of the prepositions in question. The use of the blackboard in an organized way coupled with several color chalks to differentiate the singular parts of the class' content made this supplementary material pertinent to the objective.

The class activity employed to evaluate the students' understanding of the topic required the use of the board. One by one, most of the students came to the board to demonstrate what they had learned. This activity came out to be very

dynamic since nearly all the students clarified doubts on the topic and were willing to participate.

The instructor wrote on the board two sample sentences of each preposition and proceeded verbally to explain their variations. Additionally, he made sure the vocabulary employed in the illustrations was appropriate for the students' language proficiency to clarify their uncertainties.

The quality of this chalkboard was first-rate. It was a big and sturdy piece of wood painted in black covering practically the width of the front classroom wall. It had a chalk tray attached to the bottom edge of the board. Several color crayons and a brand knew eraser sat on the chalk tray for the teacher and the students to use to write on it. This Chalkboard did not have any scratches or discolorations in the paint.

PowerPoint Presentation

For this class which topic was a grammar lesson the tutor deemed pertinent to resort to a PowerPoint presentation. The class objective was focused on analyzing a set of grammatical patterns about the grades of adjectives. The instructor had planned to teach this bulky lesson using a PowerPoint device as a supplementary teaching aid because he had lots of language rules to cover and plenty of examples to present.

This PowerPoint presentation was a dynamic slide show that enhanced the teacher's oral explanation. There were approximately ten slides, and each one of them summarized key point of independent English grammar rules. For example, one slide contained information on "comparatives" + examples, another slide on "superlatives"+ examples, etc.

Between each slide presentation there was a five-minute gap intended to make students reflect on the grammar rule, and to answer some teacher formulated questions.

As a last minute class activity, the instructor handed out to each student a set of five worksheets to be worked out at home. The content of this homework was an exercise on several rules previously analyzed with the PowerPoint device.

The use of this supplementary teaching aid turned out to be pertinent to the class objective given that the learners were able to efficiently review and elucidate a vast quantity of English grammar rules with the teacher next to them. The class objective was reached accordingly to what the instructor has had in mind because of the capability of this power point device to present theory and several illustrations at once in a very appealing way for the learners. This PowerPoint presentation also turned out to be a definite factor in treating efficiently this grammar lesson since all the information the slides presented aimed exclusively on adjectives and nothing else; that is, there were no chance for the learners to deviate their focus to other aspects

The instructor approach to tackle the class purpose was marked for the appropriateness in vocabulary and design of the slides to make his exposition interesting and prolific. The supplementary material employed in this class was sharply designed and applied considering the learners' language proficiency level and age.

The high-quality of the slides could be clearly appreciated since they were well designed in terms of space distribution. Their fonts were multicolored and of different sizes which made them appealing to the students' senses. These sheets

were projected using a brand new projector over a white, clean and well kept fabric screen.

Flashcards

The class topic that made the teacher resort to the exploitation of flashcards as a supplementary teaching material was a grammar lesson, and its objective was aimed to increase students' vocabulary as well as to learn how to pronounce the new words well.

The design and quality of this supplementary teaching material were remarkable. These cards were created by the instructor to suit the necessities of the class in order to meet its objective. They were made of good quality cardboard to endure wear and tear, and had a simple font type, large enough for the students sitting at the back of the classroom to read. The letters on one side of the cards were black while on the reverse they showed the translation of the words being introduced. Translation was introduced in five languages (Spanish, Chinese, Russian, Polish, and Italian) considering the variety of the learners' nationalities. In conclusion, the quality and design of the supplementary material employed in this class was exceptional

To introduce new vocabulary, the instructor held the flashcards up high enough for everyone to see and then, he did choral repetition with the students one word at a time revealing the reverse for a few seconds before moving on to the next word.

The teacher's verbal explanations were coupled with flashcards. Besides, the tutor deliberately used the new words in a planned discourse, and every time the new vocabulary came out along the speech, the teacher would flash the corresponding card to show its spelling, meaning (translation) and pronunciation. The instructor would repeat each word three times before explaining its meaning. Furthermore,

after the cards were employed, the instructor stuck them all over the classroom back wall as a resource for the students to go every time they wanted to review word meanings.

The cards basically were pertinent to the students' learning since they served to smooth the progress of learning new vocabulary and made the pronunciation of new English words and easy task due to the fact that the students were able to look at the word listen to its pronunciation and repeat it as many times as needed until they got it right.

The use of the flashcards as a supplementary teaching aid to deal with the class objective was appropriate to the students' skills in the foreign language. The approach employed in this class was quite dynamic and interesting considering the learners 'age and vivacity to learn new information. In addition, the vocabulary introduced was appropriate and useful considering the stage where these learners interact.

Stories

Rothemberg (2007) comments on the importance of making use of stories in language classrooms, he states:

> Introducing stories into the classroom can be a valuable supplementary teaching tool. Stories open up a world of literature to ESL students. Incorporating stories into language lessons along with other types of authentic reading material exposes learners to a range of sentence structures, vocabulary and writing styles. (p. 93)

The topic of this class was a review of the four language components that a person needs to master to learn a language whereas the class objective centered in

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introducing activities that may improve these four language components. For this purpose the instructor resorted to some stories found in the school's science course book.

To improve the students writing the instructor made students copy textually from the book some preselected stories coupled with a few grammatical changes to certain words. For example, he requested to change all singular nouns to plural paying attention to the necessary changes to make the modified words fit grammatically in the story.

As reading and speaking exercises the tutor made students read out loud stories and answer orally some comprehension questions. Listening exercises included listening to stories read by the instructor and taking notes

The teaching material employed in this class was selected appropriately according to students' theme preferences so that they can enjoy the class activities. For this reason, the juvenile topic for the reading and copying material were apt to their age and suitable for carrying out the class objective.

Since the class objective was aimed to improve the four skills necessary to master a foreign language, the stories chosen by the instructor were relevant to this intention. The material the teacher employed to work towards the class goal was widely enjoyed by the students and at the same it abetted to polish their language skills in an almost unconscious way.

The quality of the supplementary material in terms of content was undoubtedly quite acceptable since it was authentic material and was extracted from a published book which has been extensively used in the USA.

PowerPoint Presentation

The topic for this class emerged as a request that a group of student made to their English teacher to review some very common idiomatic expressions and their meanings. The objective of the class centered in making students familiar with those expressions until they were able to use them confidently.

To attain this objective, the instructor resorted to a set of colorful school-owned slides and the accommodations existing in the school computer laboratory. Idiomatic expressions such as "Cut it out", "sleep on it", "twenty-four/seven", "keep one's chin up", "drop someone a line", "in ages", "in the black", "in the red", "to get the ball rolling", etc. were examined part by part.

Each of the slides employed in this class showed roughly 4 idiomatic expressions and several examples of their usage in different circumstances. Some of the examples were paired with graphics to enhance retention. The students spent some time copying the expressions and examples, and creating some new illustrations of their own. The teacher gladly helped them to correct those examples which were ill-formed. To complement this activity, the instructor paired up the students and made them interact in conversations employing the idioms.

Due to the nature of the class topic, the instructor chose the expressions to teach; besides, the PowerPoint presentation was the pertinent teaching aid to use to achieve the class objective since it let students see graphically the circumstance where this expression were employed. Similarly, the learners were able to see groups of examples created for use in different settings.

The slides showed interesting and very common idiomatic expressions that young native speakers use under many circumstances. This teacher opted for a group of expressions that he considered useful for his students due to their ages and skills

in language proficiency. The vocabulary contained in these expressions was appropriate for youngsters.

The quality of the supplementary material was terrific. The slides were recently acquired by the school. They were transparencies showing three-dimensional and colorful graphs, the writing was clear and neatly distributed around the whole face. The projector was a new device and easy to operate.

Dialogues

The topic of this class was the analysis of English commands in social settings. The class objective centered on working out on students' self introduction commands in order to gain fluency and confidence when using them.

The instructor resorted to a role play to practice "introducing yourself". As a warm up class activity, the teacher asked the class to study the verb "to be" with questions such as "Where are you from?, What's your name?, Are you American? etc." to help to set the trend of the conversation between classmates.

The dialogue was aimed to practice introductions. Some of the English introductions words and phrases that were used in this lesson were: Hi/Hello, my name is_____. What's your name? Nice to meet you. Nice meeting you too. This is _____. Welcome to the class. etc. This class activity which lasted for about twenty five minutes consisted of interchange of personal information among students in order to get to know each other. While in this activity, the teacher guided the dialogues and corrected students' mistakes and mispronunciations.

All the sentences, questions and commands that formed the supplementary teaching material for this class were wisely chosen by the teacher to make them pertinent to the class objective. The results obtained in the role plays demonstrated that the dialogues were relevant in the consecution of the objective.

These teacher-created dialogues were carefully made up in accordance to the students' level and understanding of the English language. Even though the vocabulary employed to make up the dialogues was very basic, the learners had some difficulties pronouncing some words, especially word contractions. Nevertheless, the tutor was always ready to help them.

The quality of the supplementary material in terms of content was of high-quality. The dialogue transcripts were computer typed, clear and free of spelling mistakes. All the material was duly checked by the instructor to make sure the students received good quality material.

Websites

In regards to the use of technology in second language teaching Celce-Murcia (2001) affirms: "The internet offers a wide array of resources for teachers and learners of pronunciation … Anyone who wants to speed their success should relay on technology…Although we may have sophisticated computers with internet capability, many sites will require a sound card, headphones, speakers and a microphone" (p.129).

The class topic was a lesson on listening, and the objective was to make learners get used to American English pronunciation and pick up some new vocabulary.

The website chosen as the supplementary teaching aid for this class was employed to stimulate the students to comment over opinions and discrepancies Americans had over a controversial theme which has been in debate for approval among the USA senators and the president. In addition, the webpage served the purpose to make the learners appreciate the American accent.

Sitting in front of a computer, the students listened to people's comments about the "Dream Act", a controversial plan in discussion in the USA congress that may grant certain privileges to undocumented emigrants studying in USA colleges. It is a legal matter that brings hot implications for young students in The United States. However, the teacher's intention was aimed to consolidate information and increase students' vocabulary paying attention to pronunciation.

Since the topic was so interesting, the students kept reading the captions on the computer screen while listening to it. As a result, the teacher was constantly questioning the learners about new and also familiar vocabulary that may come up on the screen and the way these words were pronounced.

The supplementary material used to teach this class was pertinent to the class objective in ways that it helped the learners work on their listening skills to the point that they were able to establish differences among words with very similar pronunciation and at the same time pick up new vocabulary.

Despite the fact that the vocabulary the students heard was a little bit sophisticated, the supplementary teaching material employed to teach this class was appropriate to the students' age and proficiency level in ways that the class objective focused in pronunciation not in meaning. The webpage constituted a suitable tool for the students to train their listening skills.

The contents of the WebPages were of high quality since it was a government created website. It could be easily determined that the articles presented to the students were professionally elaborated and free of mistakes. The computer employed for the presentation was in perfect working condition, and its audio was clear and free of interferences.

Learning Styles

According to Maxwell and Meiser (1997) "learning styles affect how we respond to an environment, how we remember information, and how we learn in a better way" (p.24).

The development of these five classes observed was characterized by the recurrent use of visual aids as the supplementary teaching materials. Nevertheless, the students enjoyed, took advantage, and learned a great deal from them.

The survey taken on learners' supplementary teaching material preferences showed an inclination toward social learning that is, to interact in the classroom more with their peers. They would prefer dynamic and interactive classes better than to be merely exposed to passive listening of rules, definitions and monologues. Identically, they also would have loved to be part of field trips to museums and historical places around the city as a variation in order to interact with native speakers of the language.

This sophomore teacher planned his lessons considering his students preferences for learning. However, he manifested that he can not suit everybody's learning styles but to make students adapt to what he considers works best for them. After all, he said he decides what materials to use in class according to the school curriculum and his expertise.

11th grade

PowerPoint presentation

The class topic was English grammar and its objective was directed to make the class learn and use vocabulary associated with action verbs.

The title of this fifty-minute grammar lesson was "what do you like to do?" and it required from the students to participate and employ action verbs in a game of charades. (A game of charades is a game in which words or phrases are represented

in pantomime, sometimes syllable by syllable, until they are guessed by the other players.)

The instructor made use of this PowerPoint tool paired with gestures and movements to introduce vocabulary, illustrations, and grammar forms. Introducing vocabulary this way made the students get the opportunity to repeat words, look at their spellings and see them in context. As a peculiarity associated to this PowerPoint presentation, a large amount of material was introduced in a relatively short period of time. Besides, the teacher added sound to the slides to let everybody listen to words articulations.

Some sounds were embedded in the presentation and coordinated whit the sequenced passing of the slides. The presentation of each slide was not timed and the teacher moved through them at his own pace. When he considered that the content of one slide was entirely covered, he moved on to the next one. To close the presentation, and to add some class participation, the teacher randomly showed one slide for each student, to have him mime the action while the rest of the class tried to guess the verb in question.

The slides employed in the presentation were pertinent to the consecution of the class objective. The combination of images and sound in the slides made the students infer the action in progress therefore; they were able to generate and combine sentences in order to name the action verb.

The content in each of the slides employed in the presentation was appropriate in terms of vocabulary complexity since they were created for the students considering their age and language proficiency skills. The intention of the teacher was to reinforce the students' vocabulary and add some new important words to their repertoire.

This PowerPoint presentation combined good quality school-owned slides and sound. The slides were multicolored and presented very attractive graphs paired with stereo witty sounds. They were not too crowded of information.

Posters

Furmanovsky & Sheffner (1997) maintain that posters are among the most effective teaching tools available to help those who teach classes in which content is a major component. They say that posters provide a comfortable environment for students to practice some of the skills needed in making class presentations…

This was a listening a speaking session which objective was to motivate learners to create a dialogue based on a poster the teacher put in front of the students.

For this class, the students had to set up the language forms. The teacher brought to class a large poster which included graphics and text. The poster depicted two pictures and an announcement inviting vacationers to visit The Winter-Wonderland USA sky resort.

The poster depicted information on in-site accommodations, prices, and nightlife activities. The task for the students who were instructed to pair up was to make a class presentation as if they were vacationing there. Based on the information of the poster, they acted up creating their own dialogue in which one tried to induce the other to come along.

This poster was extremely relevant to the class content since it incited the dialogues among the learners. The objective of the class was easily achieved, and the students proved themselves how good they were in terms of fluency.

The supplementary material used in this class was appropriate for the students' language abilities since they were able to perform the role-plays without any

setbacks. All the vocabulary the learners employ in the role plays was easily elicited by looking at the graphs and information presented in the poster.

The quality of this supplementary teaching aid was exceptional. The poster was crafted in shiny good quality thin cardboard and had as an outstanding feature an impressive mixture of bright colors. The pictures were clearly printed and the writing was exceptionally typed in colorful letters. The graphs and the text in it were in about equal proportions. In short the design of the poster was first class.

White/black board

The subject matter of this class was grammar and the objective aimed to teach the students the concepts of prepositions of place.

Since the nature of the class objective calls for lots of drawing, writing and deleting, the teacher opted for using a whiteboard and a few erasable color markers to meet the objective. The reason for such a decision was strictly health related because the use of chalk results in chalk dust that can aggravate allergies, the instructor decided to exploit this recently school-acquired supplementary teaching aid.

The instructor began the class explanation by writing on the whiteboard the definition of a preposition. Key words were written using a red marker. Next, the teacher sketched some graphics to explain the meanings of the first group of prepositions (over, above, below, beneath, under and underneath) to the class. Next, the instructor wrote on the board several sentences exemplifying the concepts of these prepositions of place. For instance, a sentence the teacher wrote on the board was "The green box is *under* the blue chair".

The class discussed about twenty prepositions of place. The approach the instructor employed to communicate the concepts to the class was characterized for

the inclusion of lots of graphics and colors over the white surface of the board. There was also students' participation by providing sentences orally or coming to the board to write them. Moreover, the students were required to make up sentences considering the positions of items found in their classroom.

The exploitation of the white board to teach these concepts was pertinent to the class content in view of the fact that the learners had to observe plenty of graphic examples to comprehend the meanings of these prepositions of place

The instructor employed the whiteboard to represent the meaning of prepositions by constantly introducing graphs to make his students grasp the concepts with no ambiguities. Considering the students' age and learning preferences, the instructor exploited wisely the whiteboard to achieve the class objective.

The quality of this supplementary teaching tool was superb. It was made of melamine to remain clean despite prolonged use. It had a glossy surface for nonpermanent markings. This whiteboard was meant to be used with dry-erasable markers so that all the writings on it can be wiped off clean very quickly. It was a relatively new piece that had no scratches or chips in its structure.

Dialogues

The class topic was a speaking practice session of debates in response to juvenile r behavior, and the objective for this group of students was to make them improve speaking ability by engaging in debates. It was a conversational class aimed to review and specially practice a diversity of expressions that these learners may use when giving opinions and insights in regards to juvenile conducts.

The teacher began the class by dividing the whole group of students in teams and numbering them. He formed ten groups and presented an issue for debate. The

theme for the debate centered on views in regards to what people do for fashion. Each group received one single teacher-created question on the topic to address about the theme.

The instructor showed the class a picture of a famous female singer from Ireland named Sinead O'Connor. In this picture this singer appeared with her head shaved for she wanted to tell the world that she should be admired for her voice not her looks. Next, the teacher asked team number one to answer a question he had previously assigned to this group. For group number the question was: Even with a shaved head, Sinead is still beautiful but for many people a girl with a shaved head is not, what is your opinion about girls who shave their heads? Since this question was for group number one, none of the other groups were allowed to give opinions or answer this question. Each group had its own opportunity to answer a question.

The dynamics of the class increased with each question and opinion. The objective of the class was met since the dialogues provoked in the learners a fervent desire to speak; therefore, this supplementary teaching material turned out to be pertinent to the goal the teacher had in mind.

The theme the dialogue was about resulted to be appropriate to these learners' age given that the class turned in a debate with a massive participation. It could be clearly detected that the students were highly motivated to participate. The appropriateness of this approach employing dialogues to improve speaking skills made the class meet up with its objective.

The supplementary teaching material employed to incite the debates and opinions was a simple picture. This picture was printed out from a computer; it was a good quality print over a green sheet and with a size of a regular piece of paper. It

was in color and it did not have any remarkable particularities. This picture was meant to be discarded out after use.

Handouts

The class topic of this session was grammar and its objective intended to strengthen the learners' knowledge of verb conjugations. The class was meant to make improvements in the students' erroneous ways of using verbs in their informal speaking.

The teacher had prepared these handouts and distributed to the students in class. These sheets had a combination of fill-in- the-blank type exercises; choose the correct verb form to complete sentences, subject-verb agreement, and synonyms and antonyms.

With the group of students paired up, the instructor proceeded to give each pair a set of worksheets to make them work on the proposed exercises. While the students were working out the handouts, the teacher assisted each group to clarify uncertainties.

The use of the handouts as the supplementary teaching materials to make the learners correct verb conjugations served the purpose of this class. By completing the worksheets, the learners were able to make comparisons between the ways they spoke the language and how they should speak it grammatically; therefore, the work sheets were pertinent to the class objective.

The vocabulary employed in the worksheets was appropriate and carefully chosen considering the students' language proficiency level. Due to the nature of the class objective, the exercises in the worksheets were wisely created employing situations and vocabulary combinations that young people like these students may face on a daily base.

The manufacturing of this supplementary material used for the class showed care and skill. The handouts were pieces of regular paper which printing was neat and clear. They showed organized writing, and unambiguous instructions for the exercises. The sheets were computer-typed to avoid wrong spellings and misunderstanding   .

Dialogues

The objective of this class was to enhance students' speaking ability. For this intention, the instructor worked with a set of questions on a theme about which the learners were given a hint in a past class. The reason for the class to know the topic of the dialogue in advance was that the students were supposed to do some research in order to collect ideas on it. The theme for discussion was about foreign Language learning.

As a brief warm up class activity, the teacher made some suggestive observations on the topic before formulating the first question. Some of the questions used for the dialogue were: Describe "the good language learner" according to the following criteria: woman or man, old or young, extrovert or introvert, abilities (including study skills), motivation and interests. In what ways are you a good or bad language learner? "Fluency in a language is more important than accuracy". Do you agree? Do tourists often try to speak your language when they visit your country? Are you satisfied with the way languages are taught in your country?

The questions and remarks made by the teacher were pertinent to the objective of this class. They were so engaging that every single student participated in the conversation so that all the learners got a good practice on their speaking skills. In

the dialogues the students were able to make use of a wide range of vocabulary and grammatical forms.

The theme of this dialogue, the remarks about it, and the questions employed appropriate vocabulary considering the students' English skills and age. All the students understood the questions without showing any hesitation and reacted to them confidently so as to say that this supplementary teaching material was utilized appropriately to meet the class objective.

The supplementary teaching material employed in this class was the transcript of the questions. This sheet which only the teacher had it was computer-printed. The construction of this sheet looked very professional. Some words and sentences in it were underlined, and others were bold typed. In short, this sheet had a good quality design.

White/black board

This was a grammar class and its objective centered on teaching the students about the different parts of speech. That is, the class aimed to make students recognize and differentiate nouns, verbs, adjectives, adverbs from each other part.

The class activity started off when the teacher asked some students one at a time to come to the board to fill in the blanks or to correct sentences intentionally ill-written by the teacher. These sentences, which had been previously written on the board, were in a variety of colors.

The elements the students were supposed to employ to settle the sentences were basically nouns, verbs, adverbs and adjectives. In addition, these ill-written sentences also presented errors on the use of prepositions and conjunctions.

The reason for the teacher to use the chalkboard as a supplementary teaching aid was pertinent to the objective of this class. His intention was to instruct the

student to recognize and make a distinction among the parts of speech so as to use them correctly in sentences. Furthermore, this teacher wanted to determinate openly his students' individual performance and knowledge of the diverse parts of the speech in order to determine if they might need individual instruction to catch up with the rest of the class.

Since the intention of this class was for the teacher to call on students who he considered were falling behind the others, the writing board and the variety of chalk colors were appropriate to address the objective of the class. All the sentences presented on the board were prepared vocabulary-wise accordingly to the students' language proficiency level and necessities.

The good quality of this chalkboard was notably. It was a huge piece of shiny wood uniformly painted in a dark green tonality. It was bolted firmly to the well kept classroom front wall. This board did not have any discolorations or irregularities on its surface. It was washable to be reused immediately after being cleaned off.

Videos

This class was a video-based lesson on checking into a hotel. The objective of the class was to reinforce and consolidate student-produced language to role play the scenes in the film. The film employed for this lesson was a segment of the movie The Graduate with Dustin Hoffman and Anne Bancroft. Together with the video, the class employed a teacher-created handout listing the transcriptions of conversational scenes showed in the film.

Before watching the video segment, the instructor distributed the handout and explained the meanings of each conversational scene listed on it. Next, the class was

grouped in pairs, and each pair was asked to construct a possible dialogue including all the conversational scenes.

The teacher walked around the classroom providing assistance as needed. Then, some of the pairs were selected to role play the dialogues. At this point, the class watched the video segment and checked off the conversational scenes that occurred in the film. The instructor showed the video again and asked the students to make notes on the order of the scenes as they appeared in the film. Finally, the class watched the video once more and took notes of any expressions used in the video that were similar to those constructed by them in the dialogues.

The popularity of the video employed in this class aroused the students' participation so that this helping teaching material was pertinent to the class objective in ways that the learners engaged in role plays striving to produce coherent sentences.

This teacher-chosen video was appropriately related to the learners' language proficiency skills due to the fact that the vocabulary in it was not difficult for the students to understand. This film was a classic here in the USA and it had been rated precisely for teenagers which confirms that the video was age-wise appropriate for these students

The design of the handout and the quality of sound and image of the video segment used in this class were fairly good. This video segment in spite of its ancient manufacture kept running smoothly with no interruptions so that it can be affirmed that this video was of very good quality.

Learning Styles

Learning styles and preferences vary for each of us in different situations. By understanding this and developing the skills that help you learn in a variety of ways,

you make the most of your learning potential. And because you are better able to learn and gather information, you'll make better decisions and choose better courses of actions.

Witnessing this set of five English lessons, it could be clearly inferred that the idea this instructor constantly had in mind was to contrast different teaching methodologies and teaching tools in order to determine the one that matched with most of his students' preferences. Seeing the students' responses to his various teaching approaches, it could be determined that he was taking the precise steps to create an environment in which every one of the students can learn.

The students' glowing responses to the different supplementary materials employed in these classes had good repercussions in their learning efficiency. This meticulous teacher sensitive to his students' singular learning styles varied constantly his approaches and tools. He always planned his classes considering the different learning manners his students had of taking in information. Furthermore, he confidently made sure that all his lessons had at least the use of one and sometimes even two teaching aids per session to heighten learning and suit students' preferences.

By looking at the survey taking on these students we can determine by their assorted responses that their variety in preferences called for a mixture of teaching aids.

Quantitative Analysis

Many well-known factors affect the quality of English language instruction. Among those, school resources, and teaching staff versatility are salient factors. School funding is a major determinant of the quality of the English Language teaching and learning since it determines the availability of supplementary teaching materials to balance lessons. Gower, Phillips and Walters (1995) share a very explicit insight to this respect when they state:

> Teaching institutions vary enormously in the number and type of resources available for teachers. If you are teaching in a well-resourced centre, you should take the opportunity to try out the full range of resources. However, even in a relatively poorly resourced school there are many ways that simple and homemade resources can be used to good effect in lessons. (p.65)

The field investigation developed in both, public and private institutions on the variety of use of all the proposed supplementary teaching materials for the study determined the foregoing findings: An overview of charts one and two depicts that there were 5 out of the 18 types of auxiliary materials common to both institutions that were never employed in their teachings. Those mutual types were maps, charts, word cards, tales and documentaries. Moreover, both institutions resorted more frequently to visuals than to any other kind of materials. On the other hand, the private high school recurred more often to the help of technology to enhance learning compared with the public high school, in a proportion of 2:1

A succinct examination of the numbers illustrated in chart twelve leads us establish that in general, there is a light inclination frequency-wise in favor of the

private institution. That is, counting the three grades altogether, the private institution employed 7% more supplementary materials than the public school did. Likewise, analyzing the regularity use independently for each grade, we see that at sophomore grades, that is 10th grade, which by the way is the class that used teaching aids the most, there was no difference in both high schools; we read 8 for each one. Comparatively, in the other two grades freshman (9th) and junior (11th) there was in both a difference in favor of the private institution. Freshman and junior classes in the private school used 7.8% and 14.3% respectively more supplementary materials than their counterparts in the public institution. Finally, freshman, sophomore and junior grades in both public and private institutions totalize a frequency of use of 13, 16 and 14 respectively, which represent 30.2%, 37.2% and 14% in that order of the total usage.

Judging the findings illustrated in chart nine, we see that the freshman class in the public system employed fewer supplementary teaching aids than the corresponding class in the private institution. Additionally, an examination on category preferences shows that Visuals were the ones that teachers in both establishments preferred the most over the others. Furthermore, in the private establishment, PowerPoint presentations and websites were the favored teaching aids since they show a higher frequency of use over the other types in contrast to their use in public education where PowerPoint presentation was scarcely employed and websites were never used.

The results observed above show that in this particular public school, the teacher did not have any preferences for a particular type of auxiliary teaching aid to accompany his lesson plans. As per a short conversation with him, he showed affection in favor of varying the use of tools in order to suit his students' learning

styles. Similarly, the classes observed were a demonstration of the pleasure students had in trying visual aids as their choice, confirming this way the survey they answered in terms of preferences.

The private high school teacher opted for the use of technology as his ideal aid to teach most of his classes. He manifested that ignoring the benefits of technology in education is a setback in progress. PowerPoint presentations and websites, he believes, are tools to save time, to present bulks of information, and to introduce culture into the classroom; therefore, they were his first choice. However, the survey taken on the private school freshman students' helping tools preferences showed an ample range of acceptation on most of them; for this reason, they want to try most of them to take advantage of good education.

Looking at the numbers in chart ten, both public and private sophomore grades employed the same quantity of supplementary materials; however, there is a slight variation in their frequencies of use. Both institutions resorted to all categories of teaching tools with an inclination toward visuals. As we can detect in the numbers, the white/black board is the most frequently used tool in the public school in contrast to its use in the private institution. On the other hand, Power point presentation is the most recurrent teaching aid employed in private education in contrast to its use in public education. The findings suggest that teachers in both institutions resorted to visuals as their favorite teaching tools over the other existing varieties; nevertheless, technology is more favored in private than in public education.

Students' surveys in both establishments reveled predilections on the use of audio visual aids over the rest of types; however, this result contrasts with what teachers mainly employed in their lessons. Sophomore teachers' surveys revealed a

tendency to the use of visuals. They said that most of the students at this age are self-conscious; therefore, the ideal approach would be the one in which they receive a lot of help from visual aids and the teacher.

Chart eleven reveals a noticeable distinction between the frequencies of auxiliary materials used in private 11th junior high school grade compared with that of its equivalent in the public education. While in the public education, the teacher used 6 auxiliary materials in five lessons, in the private education, the teacher resorted to 8 auxiliary materials. Moreover, the teacher in the private institution resorted to six varieties of supplementary materials in comparison to the teacher in the public system that used four.

The teacher in the public education resorted repeatedly to the use of visual aids as his principle for enhancing learning; for this reason, he insisted twice using handouts and the blackboard compared with the use he gave to the other two. At this point, it comes practical to mention that the survey taken on teachers' judgments over the use of supplementary materials reveals that this teacher was very fond of visuals based on his teaching experience. Likewise, the answers on the students' survey reveal a light tendency to try a mixture of materials and approaches as well as their preferences for using technology in their instruction.

Conversely, the teacher in the private education increased the frequency of use of   audio aids in contrast to what his colleague in the public system did not. This private school teacher believed in the saying "practice makes perfect" so that, he introduced dialogues more frequently in his lessons in disparity with the public education teacher who gave preference to other materials. A comparison on audio aids between the two institutions reveals a 2:1 ratio in favor of the private education.

Besides, the private education teacher included audio-visual aids in his lessons in contrast to his colleague in the public system that never did.

In regards to the supplementary materials that had the most use in the public system, chart thirteen points to the white/black board as the number one, it represents a 25% of the total supplementary material usage. It seems like the teachers in this public high school keep the old-fashioned tradition of resorting to the board as the ideal mate for carrying out curriculum objectives. Immediately after the board, handouts are the second most used aid in the public education system, it stands for 20% of the total usage. Following handouts, technology (PowerPoint presentations) comes in the picture with a 15% of participation. With fewer occurrences, flashcards and realia appear next with a 10% each of involvement in the public education. Finally, with only just a 5% of frequency of use in public classrooms come into view songs, dialogues and movies. Within this last group of teaching aids, songs and movies create, according to the teachers' criterion, class activities hard to control.

Chart fourteen presents succinct information relating to the frequencies of use of supplementary materials in the private system. Generally speaking, technology is the scientific factor that characterizes the most used aid in private classrooms; so PowerPoint presentations occupies the first place and represent almost 22% of the teaching aids usage. The following preferred aid in private education is the writing board with a percentage of 17.4% of use. Next to it, we see again a technological aid like websites accompanied of dialogues as the third most used supplementary teaching aids in private high schools; they represent a 13% of occurrence. Flash cards, posters and stories come next with 8.7% each of teachers' preferences in private classrooms. With much less teachers' preferences we have handouts and

videos; they were intermittently used in lesson plans; for this reason, they stand for

a scanty 4.3% of predilection in the private system.

Conclusions

- This current investigation confirmed the assumption that in the process of teaching English as a second language at a high school level, instructors resort to the use of supplementary teaching aids. The types of materials English teachers choose the most were visual.

- The expertise that these English teachers in both public and private institutions put into work for the manufacturing and utilization of most of the supplementary teaching materials was outstanding. Most of these teaching aids were fashioned considering pertinence, appropriateness and over all quality.

- In terms of frequency of use, the private institution resorted more regularly to the use of auxiliary teaching aids in their lessons compared with the rate of recurrence in the public system. Consequently, the tutoring in the private system exhibits a higher ratio of superiority compared with that in the public system.

- In terms of diversity of use of auxiliary teaching aids, both the public and the private institutions customarily resorted to almost the same types. However, the private institution in contrast to the public institution turned frequently to technological materials as its foundation for teaching.

- The language teachers in the public system judged against those in the private institution, displayed greater awareness in regards to their student's learning styles. As a result, their lesson plans detailed specifically the type of supplementary material propitious to the task.

- The pavilion where the language classes in the private institutions were imparted showed a sound design and the classrooms were pedagogically better designed than those in the public institution. Consequently, these settings,

tidiness and the quality of the supplementary teaching materials provoked

higher motivation to learn in the private school than in the public school.

Recommendations

An important facet in the teaching of English as a second language requires teachers to create conditions where learners can interact meaningfully either with each other or with their teachers; or at least to observe these situations.

Language teachers should introduce more often audio, audiovisual and technological aids in their instruction to impart not only visual but phonological instruction as well.

Language instructors ought to be attentive of classrooms settings, that is to say, teachers must try hard to create a pedagogically well designed environment for teaching by having handy a good collection of pictures, posters, charts, and drawings suggesting language instruction, plus an overhead projector, dictionaries, workbooks, color markers, color chalks, a big and well positioned writing board, a CD player, a radio, a good collection of realia objects, etc. must be part of language classrooms to boost learning.

Research in language teaching has proved the undeniable benefits that supplementary teaching aids bring to language instruction. Instructors should undertake the use of combinations of two or more materials to teach a single topic for the sake of increasing and reinforcing mastery.

In any language, the learning of its vocabulary constitutes the foundation over which learners strengthen their possibilities of language proficiency. For that reason, teachers should exploit real objects (realia) quite more often as a helping tool for making vocabulary learning long-lasting and meaningful.

Additionally, it should be significant for language teachers to fundamentally reflect on students' learning styles first before incorporating any supplementary teaching material to their lessons. As it was observed, teachers in both of these

participating educational institutions did not put sufficient emphasis to this essential detail to make their lessons more motivating and effective. As a consequence, some students were bored and reticent in some of these classes.

Finally, a very interesting investigation that might be conducted in language teaching settings is the utilization of animated supplementary teaching materials. In Teaching English as a second language, one the skills that learners need to develop most, especially in the early stages, is pronunciation. Therefore, it would be quite interesting to analyze the impact of employing a robot to teach pronunciation. A robot that reacts to English commands as long as these commands are intelligible.

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ANNEXES

Annex № 1

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _____   **CLASS №** _____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____
_____
_____

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

Visual	flash cards	
	power point presentation	
	maps	
	Pictures	
	charts	
	handouts	
	posters	
	Words cards	
	White/black board	
Audio	songs	
	dialogues	
	stories	
	tales	
Audiovisual	videos	
	movies	
	documentaries	
Realia	Objects (toys, plants, fruits)	
Online	websites	

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF SUPLEMENTARY

MATERIAL)

How was it used?

_____
_____
_____

Was it used appropriately in relation to the topic of the class? yes___ no___ Why?

_____
_____
_____

Was it used appropriately in relation to the objectives of the class? yes___ no___
Why?

_____
_____
_____

Was it used appropriately in relation to the students' age? yes___ no___ Why?

_____
_____
_____

Was it used appropriately in relation to the students' level? yes___ no___ Why?

_____
_____
_____

Was it elaborated and applied with creativity and originality? yes___ no___ Why?

_____
_____
_____

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

_____
_____
_____

How do you consider the quality of the used material?

_____
_____
_____

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( )   PRIVATE ( )

DATE: _____   **CLASS №** _____

YEAR: _____

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

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( )   PRIVATE ( )

DATE: _____   **CLASS №** _____

YEAR: _____

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

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

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

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

Why?

_____
_____
_____