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The use of supplementary materials in EFL classes: A comparative analysis of public and private high schools research done in order to achieve the Bachelor's Degree in Teaching English as a foreign language

Trabajo de fin de titulación

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Mgs. Elsa Liria Morocho Cuenca

CERTIFIES THAT:

This research study named, The use of supplementary material in EFL classes: A comparative analysis of public and private high school, written by the professional in training, Monique Mireille Mayorga Castro, has been thoroughly revised by the graduation committee. Therefore, authorizes the presentation of this thesis, which complies with all the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, June, 2013

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Monique Mireille Mayorga Castro

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DEDICATION

Thanks to my parents for always being there for me. To my husband, for always believing and encouraging me every step of the way.

To my son, Isaias, the love of my life, who was my engine and gave me strength and willingness to be a better person... I love you all!

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ABSTRACT

This research is about the use of supplementary materials and a comparative analysis on their use between a public and a private high school. The purpose of this study is to find out whether or not teachers use supplementary materials, and if they are used how pertinent, appropriate, and qualified those materials are. It took place in two high schools in Guayaquil, one public and one private. The observed classes were of senior years, and the students are from sixteen to eighteen years old.

In order to gather data two methods were used. The qualitative method was applied to gather information of the observed classes in order to determine the pertinence, appropriateness, and quality of the supplementary materials. The quantitative method was used to obtain the frequency of use of supportive resources, and tabulate them.

The pertinence, appropriateness, and quality of the resources used in the private school were better than the ones of the public school, where the whiteboard was the most used material. In contrast, in the private high schools the use of supplementary material was more diversified.

INTRODUCTION

When teaching English as a foreign language many aspects have to be taken into consideration such as the institute, teachers, surroundings, learners, the methodology used, learning styles, and the supplementary material used. The purpose of this research is to find out whether or not teachers use supplementary materials, and if they are used, how pertinent, appropriate, and qualified those materials are.

The use of supplementary material in teaching English has proven to have a better acquisition of the language, and students respond in a motivating way. Therefore, the objectives are to analyze and identify all the supporting materials used in EFL public and private high schools. Moreover, there has to be a thorough description and analysis of each material used in EFL classrooms regarding their pertinence, appropriateness, and quality. Additionally, there has to be an analysis on the variety of the supplementary material used in both high schools. Lastly, the identification of the most frequently used material in each classroom has to be determined.

As there is a colossal amount of information regarding the use of supplementary material, a lot of investigations have been carried out on this topic. For instance, it is known that the use of supplementary material in any EFL class has a positive reaction on students. While keeping them motivated, students learn in an easier and faster way. According to Chuang (2010), supplementary material is used to enhance the listening and speaking skills. The purpose of his study was to find out whether the use of supplementary material used in some classes increased the abilities of speaking and listening in English, in comparison to other classes that did not use supplementary material. Regarding the information gathered, Chuang found

limitations in the process of statistics. The correlations found between both groups, the ones who used the supplementary material and others who did not use it, were not a hundred percent reliable. The statistics showed a ninety-four percent of accuracy.

Another study made by Galavis (1998), also shows the benefits of using supplementary materials in EFL classes. The purpose of his study was to relate the use of computers to an EFL course and its advantages in becoming an autonomous learner. Nevertheless, Galavis' study was a success, as any study it encountered some limitations. In this case, the limitations found were that not all the schools possess the infrastructure required for computer labs. In addition, the teachers need to be trained in order to be acquainted with the program of use, and this represents monetary issues for the institutes. Moreover, the use of the computers may not be hundred percent effective since it cannot carry out conversations with students.

In a third study made by Mayora (2006), he wanted to prove that the integration of multimedia technology in EFL classrooms enriches the use of English. The use of this new technology seemed to motivate students by learning in a funny way, and they seemed more encouraged by using new materials. However, the limitations appeared. For instance, the teachers' attitude towards the handling of new technology was negative; hence they felt uncomfortable in using them.

The people who are going to benefit from this research are the English teachers and students. Regarding the benefits in the TEFL area, the teachers will learn how to choose the correct supportive material in order to do their classes more motivating. Additionally, teachers will learn how to differentiate whether a material is appropriate and pertinent to the lessons taught. Moreover, this study will also benefit

future researches done in this particular field because it provides an analysis on supporting materials used in public and private high schools.

However, this study also has methodological limitations, for instance, the amount of observations done cannot suggest an accurate conclusion since there were only a few observations among the classes. It is hard to generalize about an issue with the slight sample that was observed. For future references, it is advisable to have more observations to gain more knowledge about the researched topic. In addition, more observations will develop more consistent and accurate results.

METHOD

Setting and Participants

This study was carried out in the city of Guayaquil, Ecuador, and it took approximately six months in which two high schools were observed. In order to gather the information required, two different high schools had to be chosen: one public and the other private. The observations were done among their higher levels: 1st, 2nd, and 3rd years of senior high school.

The public high school is located in the center of the city. It has a morning schedule. It is a coeducational students' school (boys and girls). The students who attend this school belong to a low socio-economic level. In each classroom there are approximately fifty to fifty-five students. The students were teenagers from 15 to 18 years old which studied in the 1st, 2nd, and 3rd senior years from high school.

The private school observed is located in the northern part of Guayaquil, it works all mornings, and it is a coeducational school. Additionally, the level of English of the students is excellent; a high level of the language is written and spoken. The students belong to a medium to higher socioeconomic level, and they were teenagers from 15 to 18 years. There are twenty to twenty seven students per class.

Procedures

The first thing to be done was to become familiar with the researched topic. A lot of reading was done on several topics such as: Teaching English as a Foreign Language, learners differences among children, adolescents, and adults, learners' motivation, learning styles, techniques for teaching adolescents, contexts for teaching English, and supplementary material. At least three different sources per topic were

investigated. Also, more than five studies on the use of supplementary material in an EFL class were checked over.

For this investigation two methods were used: the qualitative and the quantitative methods. Both were used to define and explain in a better way the results obtained. In order to collect the needed information, classes were observed to fill in charts; students filled in surveys; and teachers answered questionnaires. In addition, to gather the necessary information research techniques and tools were used: reading, note taking, observation, and surveys. Additionally, some instruments like data collection formats, observation formats, tables, and questionnaires were applied to collect information from both schools, in order to be able to compare them later on.

Regarding the tabulation process the information gathered from observations was written down in the observations and description formats. This data was required to determine the pertinence, appropriateness, and quality of each observed material with a qualitative approach. After that, the results of the qualitative tabulation were used to find out the frequency of use of each supplementary material.

All the tabulated information was necessary to carry out a further qualitative and quantitative analysis. Concerning the qualitative analysis, it details the pertinence, appropriateness, and quality of the materials. In addition, this analysis includes the evaluation of the relationship among materials and students' learning styles. Turning to the quantitative analysis, the collected information was useful to find the frequency which each material was used among the observed classes. Moreover, this analysis allowed settling the mostly used material in both high schools. Each result was properly supported by the answers given by the teachers and students in the surveys and questionnaires.

DISCUSSION

Literature Review

This section includes valuable theoretical background on how to teach and learn English as a foreign language. It provides sufficient research and studies from different people focusing on this topic: the use of supplementary material. The information stated supports the importance of supplementary material in an EFL classroom. The supplementary material in EFL classroom has a colossal significance since the textbooks are not completely developed to fulfill the acquiring of an L2.

Teaching English as a Foreign Language

Teaching English as a foreign language has been adapted in the curricula of most Ecuadorian schools. People have realized how important is to live in a society where two or more languages are being taught. We live in a world where English is the universal language. People are aware that to communicate with other countries, the main language used is, English. This is why schools have reinforced the teaching of English in their premises. Even though English is not the most spoken language, it is the most used one.

Also, according to Broughton and Brumfit (1980) English has spread to several parts of the world due to the rapid technological development of English- speaking countries such as Great Britain and United States. This means that most information found, read, or seen is either spoken or written in English. As a result, people need to learn English to be informed about new advances in the technological fields.

In order to attain a good English education, teachers have to be well prepared on how to pass their knowledge to others in a didactic and interesting way. As

Broughton and Brumfit(1980) state, English is major area of the school curricula since it makes an individual grow into an English speaking world, and become more secure and a more contributory member of society. Teachers need to be able to make learners understand the importance of learning English nowadays, and how it benefits them and their future.

As reported by Tiwari (2008), there are 4 aims when teaching English at a school stage: to understand spoken English, to speak English, to write English, and to understand written English. As a consequence from reaching these aims, students should be able to read or write in English and should be able to comprehend any printed material in English.

Tiwari (2008) also affirms that through the learning of English, people can establish social, economic, cultural and political relations with other countries. Thanks to the learning of English, globalization became easier and faster. These reasons augment the eagerness of students into learning English, and to not feel left behind in a world which is constantly moving towards development.

Like Broughton & Brumfit and Tiwari, Sanchez (2009) suggests that learning English in times like this is an important asset to people's education. Sanchez like Broughton & Brumfit agrees that the majority of media publications are printed in English, so to keep up with the world's news people need to learn English to be well informed of any current event.

Learning English is an important part of a person's curricula nowadays. Because of this, many people are going back to school to learn English and to master it, to become better in their professional lives.

Learners differences among children, adolescents, and adults

Learners are the most important part in the learning process, without them; the acquisition of English would not be possible. As reported before, there is a huge demand for learning English nowadays, no matter what the persons' age is.

As Saville-Stroke (2008) stated many people believe that children are better L2 learners since they are young and their brains are like sponges which absorb information quickly. But, this is not true, since children only have a few limited years for learning acquisition. Even though they only have a few years learning an L2, they display enthusiasm to new knowledge, and they open –learn directly, which means from the entire things around them, this according to Harmer (2007).

In addition, Harmer(2007) reports that children only have a limited attention span, which is difficult for a teacher to achieve his goals. Also, children tend to need individual attention and the teacher's approval in order to succeed in learning in class, differently of any adolescent or adult learner. Like Harmer, Hong Qin Zhao & Morgan (2004) claim children actively participate with their surroundings, helping them in the acquisition of an L2.

A different group age, adolescents, has also its pros and cons on teaching such an age group. As Beamon (2007) suggests, adolescents learn better when they are able to connect mentally and emotionally to what is been taught. Adolescents, tend to bring their previous knowledge to class and contribute it when participating in an oral or written way. They like to be heard and to give opinions on whichever topic they find fascinating. The same as Beamon, Harmer (2007) concurs that adolescents are an interesting group to teach, once you have their full attention since they can appreciate certain activities which young learners do not.

On the other hand, the adolescent groups tend to be intimidating for teachers. Teachers have the misconception that when teaching to adolescents, misbehavior problems will arise. Teenagers need a class to be stimulating for them, to be engaged and to have their attentions attracted in order to be able to learn. Like Hong Qin Zhao & Morgan (2004) propose, adolescents' learning is affected by their personal feelings, and the anxiety of doing everything at their pace and their way. This can influence the adolescents' performance in class.

Finally, there is the adult group, Harmer (2007) for example, claims that adults do not need activities like games or songs to be entertained or engaged when learning English, and even though they enjoy them; they have more interest in learning the language in a formal and quick way. Additionally they have different interests for learning the foreign language, for instance, for jobs or universities; therefore they tend to grow high expectations on learning the language to improve their professional life. Also, adults have more discipline and know how to behave in a learning environment, in contrast to the other groups. In addition, Hong Qin Zhao & Morgan (2004) state that adults are superior to the other group ages due to their cognitive maturity. Adults are better in focusing on a lesson and take more responsibility when taking a course. This group tends to have a good start, but ultimately fails in the mastery of an L2 because of frustration on not learning faster.

Each group of learners has pros and cons in learning. Teachers have to pay attention and reinforce the students' weaknesses and try to motivate them as much as possible, to succeed in teaching the foreign language.

Learners Motivation

Teachers know that to transfer their knowledge to students is an important piece in the puzzle of the learning process. To pass this knowledge to learners, the motivation in them has to be triggered.

As Saville-Troike (2008) explains, there are two types of motivation: integrative motivation and instrumental motivation. The integrative motivation, as it names refers to, is the motivation learners have to integrate into a society which uses an L2, or it is the desire to socialize with people who use an L2. On the other hand, the instrumental motivation involves learning an L2 as an instrument to achieve a specific goal; such as passing a course or accessing to information written in an L2.

In teaching English, both teachers and students have a great role to play in the acquiring of an L2. Like Harmer (2007), reports students usually are motivated because of a goal, the society they live in, people around, and curiosity. All these motivations make students eager to learn the L2, therefore act engaged in a class.

Because motivation is important in the learning process, the teachers need to be aware of how to motivate their students. As Thanasoulas (2002) notes, “teacher’s skills in motivating learners should be seen as central to teaching effectiveness”. Also, Cook (2008) claims that a higher motivation causes learners to succeed in learning an L2. And when learning is acquired, learners feel motivated to learn more.

Teachers need to be able and skilled to reach students attention to transfer their knowledge. Because of this, teachers need to see which learning style they will use to teach.

Learning Styles

While teaching English, each teacher and student is different and gain information differently. This is why each teacher has to implement several learning styles to engage all the students' attention.

According to Kang (2000), learning styles can be classified into 5 stimuli: the environmental, emotional, physical, sociological, and psychological elements. All these elements help the teacher choose which type of style to adopt according to their learners' need.

On the other hand, Putyntseva (2006) describes three general categories of learning styles: information processing, personality patterns, and social interaction. Agreeing that there is not one learning style better than the other; a conclusion has been made that to achieve a good learning process, learning styles have to be combined. This is in order to accomplish the main goal, which is to channel the teachers' knowledge to the students.

Oxford (1990) reports four main aspects in learning styles relevant to learning an L2 which are: sensory preferences, personality types, desired degree of generality, and biological differences. These aspects can be subdivided. The sensory preferences are broken into: visual, auditory, and kinesthetic (movement-oriented), and tactile (touch-oriented). The personality types can be categorized into: extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving. Then, there is the desired degree of generality which is separated into: global/holistic, and analytic. At last the biological differences that are separated into biorhythms and sustenance. All this strands focus on a different learning style. But, as stated before, in order to attain the L2 acquisition it is needed not only one, but more learning styles integrated.

Many of the cited authors have different opinions on how many styles there are, but all of them agree that teachers do not have to concentrate only in one learning style, but use the most adequate one according to the class and students needs. Only by combining and using all the styles, teachers and students will be more motivated. Now, each teacher will choose what style or styles to use, but the techniques to apply these styles are to be taken into consideration by the teachers.

Teaching techniques for teaching adolescents

Teaching techniques refer to what modalities the teachers will use to organize or transfer their knowledge to students. Teaching techniques help teachers to engage the students into a lesson. These teaching techniques help students to activate their cognitive skills, making it easier to obtain an L2. Different techniques have to approach for different age groups. In this study we will emphasize the teaching techniques used for the adolescent group.

In accordance with Broughton and Brumfit (1980), there are two main stages when producing appropriate teaching: preparation -selection of material, and organization. Teachers have to be aware to what group of students they are dealing with in order to choose the correct and appropriate material that has to be used with certain age groups.

As mentioned earlier, adolescents may seem harder to be taught at, because of their age and discipline problems. But, on the other hand, adolescents are going through a lot of changes during this stage. Like Schreiner (2009) suggests, adolescents change from being young dependent learners, into independent and self motivated ones. During this stage Schreiner (2009) suggests teachers to use: the seven item limit, add emotion, and scaffolding. These learning techniques help learners grasp information in an easy way.

Like Schreiner, Worgan (2010) agrees that adolescents during this stage are going through a lot of different physical and psychological changes. These changes can be perceived as a good way to focus on their needs in reference to learning an L2. Some of the techniques Worgan (2010) suggests are: the first day, good cop vs. bad cop, short term goals, motivation, and humor.

Teaching techniques have to be considered by all teachers when planning a lesson. It is important to recognize them in order to allow learners to respond better in a learning process. All of these aspects are inside the classroom, but we need to consider also the outside world. The aspects surrounding the learner, are also taken into consideration when teaching an L2.

Contexts for teaching English

When teaching English, we need to be aware of the context where the L2 is taught. There has been proof on how the context of the learners affects their L2 acquisition. Several factors have to be taken into consideration when teaching an L2; whereas the social, political, economic, and cultural surroundings. As Saville-Troike (2008) claims, these four considerations might facilitate or inhibit the acquisition of an L2.

Political reasons may affect the schools' curricula of teaching a foreign language. As McKay and Rubdy (2009) claim, if it is a national decision to teach a certain foreign language, it will be taught. As it has been stated, different contexts affect a foreign language acquisition, but it is neither the first nor the last issue that will affect the L2 learning process. Another important factor is the use of supplementary material when teaching an L2.

Supplementary Material

When teaching a foreign language, it is hard for teachers to transfer their knowledge in an easy manner; this is why most teachers seek for help in the use of supplementary material. Like Fallstar, A. (2010) indicates, supplementary material can be referred to as the material appended to the original material. Similar to this definition, Spratt, Pulverness and Williams (2005) suggest that supplementary materials are materials used in addition from the course book being taught.

Allwright, R (1981) states that there are two main approaches on the supplementary materials' roles: deficiency and difference. The deficiency approach focuses on the teacher's deficiency and how this deficiency can be filled with the use of supplementary material. On the other hand, the difference approach focuses on supplementary materials as carriers of decisions, since sometimes teachers cannot make decisions on what material to use. This raises a new inquiry, what type of material to use in class.

Types of Supplementary Material

It is important for teachers to use different types of materials for different activities, different classes, different ages, or different approaches. There are 5 types of supplementary materials: visual, audio, audiovisual, realia, and online resources.

Petty (2009) reports that it is important to use different types of supplementary material in a class. This is mainly done in order to attract the learner's attention during a given time. Teenage students react positively when seeing visual stimuli in a classroom, since they are growing in the computers era. To stimulate students there are various visual aids like: PowerPoint's, interactive whiteboards, OHPs, charts, posters, DVD, videos, slide projectors, etc.

Brett and Gonzalez (2009) concentrate on the use of Internet as a supplementary material. Since we are living in the internet world it is of much importance for the students to learn a foreign language using the internet as a supplementary tool.

Just like Petty, Brett and Gonzalez, Bowers (1988) relies on the use of supplementary material to enhance the lessons in a classroom, but he suggests being aware if the material used is the adequate one for each different class. It is suggested that any supplementary material done, to be done as a teamwork. This is recommended because that material can be later used by the following years. Bowers(1988) also claims that when creating a worksheet, it has to be of the highest quality of presentation since they need to motivate the students' interest.

No matter what type of supplementary material is being used, in order to achieve a good level of foreign language learners, the material has to be effective to engage student's attention, appropriate for the correct level or age, and advanced in technology.

There have been a lot of studies that prove how effective and useful supplementary materials are in helping a class development. With the use of supplementary material, the classes become more engaging and easy for learners to acquire a L2. Only five studies were investigated in order to support the evidence found.

In the first study, Chuang, Shu-Mei, and Tsai (2010), aimed to prove that adopting supplementary materials will enhance listening and speaking strategies. The research was conducted in a Taiwanese college, four sophomore non-English major classes were randomly chosen for this study; two of them were the experimental groups (EG), and the other two were the control groups (CG). The CG was taught by

a foreign country teacher, who followed the school's syllabus. On the other hand, EG was taught by a Taiwanese instructor and a foreign teacher who applied interventional mode to contrast the CG. As a result, it was proven that the grades from the EG were better than those from the CG; where the supplementary material was not implemented. The authors concluded that more supplementary materials should be used in a listening/speaking class. Also that, the students should be assessed orally, in order to assess how well develop are the listening and speaking skills with the use of supplementary materials.

A second study was carried out by Galavis (1998), in Venezuela. The objective was to report how well the language skills were developed with the use of computers. The research was made with the help of students and teachers from an EFL school. Teachers were asked to create materials which could be worked in a computer lab, and make activities that encourage students to learn English with the use of computers. The result of this strategy was that learners were motivated by pictures, videos and sounds presented, they were eager to learn. The author concluded, that even though for teachers is an extra work to create such activities, the reward in seeing the students motivated and disciplined to learn made it all worthwhile.

As a third study, Gilman and Kim (2008) did a research on the effects of text, audio and graphic aids for vocabulary learning. The research was done in Myungin Middle School in Seoul, South Korea. A total of 172 middle school students (14 years of age) in five classes participated in the study. The groups were separated and each one had a different type of learning process; one through text, text and audio, text, audio, and graphic aids, etc. Each group had to complete a pre test, posttest, retention test, and attitude. The data was analyzed, and it showed that the groups who were exposed to the supplementary material had better grades and retained more

vocabulary than the other groups who were not exposed to this type of material. As a conclusion, the author expresses, that his research supported the idea of using supplementary material as a media to acquire new vocabulary by learning with supplementary material, and in this way aiming better grades.

In a fourth study the researcher Mayora (2006) proved that Technologically Enhanced Language Learning (TELL) improved high school EFL teaching and learning. The study was performed in a private high school in Caracas, Venezuela. The students were taken once a week to the laboratories, and took a lesson of ninety minutes, but as a supplement to the three academic hours received in class. In the ninety minutes of laboratory lesson they received forty five minutes in a video station and forty five minutes in a computer station. In both stations students' attention is gained with videos or grammar exercises that motivate the students in learning a foreign language. In conclusion, all students were pleased with the technological program being implemented. In consequence, they felt the program provided them the opportunity to listen to authentic language which is an important tool when trying to dominate English as a foreign language. As an outcome to this study, Mayora, tries to suggest other teachers to implement the technology to their daily lessons, in order to create autonomous students who have a positive attitude towards English.

As a fifth research found, Foon Hew (2008) investigated the use of podcasts in a K-12 and higher education settings, it was a review of its research topics and methodologies. This research took place in a high educational setting. Several past studies were reviewed and analyzed, on how the use of podcast influenced in a good way the learning of a L2. It was concluded that the students enjoyed the use of podcasts while learning a L2. This conclusion was obtained by a comparison on previous studies and methodologies used in past researches. In addition it was

concluded that the majority of the teachers used podcasts in higher educational levels since they were taken more advantage of.

Results

QUALITATIVE TABULATION

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

Variable	Indicators	Yes	No
Visual	flash cards		
	power point presentations		
	Maps		
	Pictures	√	
	Charts		
	Handouts	√	
	Posters		
	word cards		
	white/black board	√	
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		

Author: Monique Mayorga

Source: 1st, 2nd, and 3rd years of senior high school.

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

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

Author: Monique Mayorga

Source: 1st, 2nd, and 3rd years of senior high school

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	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	Maps										
	pictures										
	Charts										
	handouts							√	√		
	posters										
	word cards										
	white/black board	X	X	√	√	√	√	√	√	X	X
Audio	Songs										
	dialogues										
	stories										
	Tales										
Audiovisua l	videos										
	movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Monique Mayorga Castro

Source: 1st year

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	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	Maps										
	pictures			√	X	√	X				
	Charts										
	handouts										
	posters										
	word cards										
	white/black board	√	√	X	√	√	√	√	X	X	X
Audio	Songs										
	dialogues										
	stories										
	Tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Monique Mayorga Castro

Source: 2nd year

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	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	Maps										
	pictures										
	charts										
	handouts					√	X				
	posters										
	word cards										
	white/black board	√	X	√	X			√	X	X	√
Audio	songs										
	dialogues										
	stories										
	Tales										
	Radio										
Audiovisua l	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Monique Mayorga Castro

Source: 3rd year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations									√	√
	Maps										
	pictures							√	√		
	Charts										
	handouts					√	√				
	Posters										
	word cards										
	white/black board										
Audio	Songs					√	√				
	dialogues										
	Stories										
	Tales										
Audiovisual	Videos	√	√	√	√						
	Movies							√	√		
	documentaries									√	√
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Monique Mayorga Castro

Source: 1st year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations			√	√						
	Maps										
	Pictures									√	√
	Charts										
	Handouts										
	Posters							√	√		
	word cards										
	white/black board	√	√								
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos					√	√				
	Movies									√	√
	Documentaries										
Realia	objects (toys, plants, fruits)	√	√								
Online	Websites										

Author: Monique Mayorga Castro

Source: 2nd year

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	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	Maps										
	pictures									√	√
	charts										
	handouts	√	√			√	√				
	posters										
	word cards							√	√		
	white/black board										
Audio	songs										
	dialogues										
	stories										
	Tales										
Audiovisua l	videos										
	movies										
	Documentaries			√	√						
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Monique Mayorga Castro

Source: 3rd year

QUANTITATIVE TABULATION

Chart Nine: Frequency of use of supplementary material in 1st year

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	power point presentations		1
	Maps		
	Pictures		1
	Charts		
	Handouts	1	1
	Posters		
	word cards		
	white/black board	5	
Audio	Songs		1
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		2
	Movies		1
	documentaries		1
Realia	objects (toys, plants, fruits)		
Online	Websites		
TOTAL		6	8

Author: Monique Mayorga Castro

Source: 1st year

Chart Ten: Frequency of use of supplementary material in 2nd year

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	power point presentations		1
	Maps		
	Pictures	2	1
	Charts		
	Handouts		
	Posters		1
	word cards		
	white/black board	5	1
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	videos		1
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		1
Online	websites		
TOTAL		7	6

Author: Monique Mayorga Castro

Source: 2nd year

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	power point presentations		
	maps		
	pictures		1
	charts		
	handouts	1	2
	posters		
	word cards		1
	white/black board	4	
Audio	songs		
	dialogues		
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		1
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL		5	5

Author: Monique Mayorga Castro

Source: 3rd year

Chart twelve: Frequency of use of supplementary material in public and private high school

Years	Public (f)	Private (f)	TOTAL	
			f	%
1st	6	8	14	37.83
2nd	7	6	13	35.14
3rd	5	5	10	27.03
TOTAL	18	19	37	100

Author: Monique Mayorga Castro

Source: 1st, 2nd, and 3rd years of senior high school

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

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures		2		2	11.11
	charts					
	handouts	1		1	2	11.11
	posters					
	word cards					
	white/black board	5	5	4	14	77.77
Audio	songs					
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					
TOTAL		6	7	5	18	100

Author: Monique Mayorga Castro

Source. 1st, 2nd, and 3rd years of senior high school

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

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations	1	1		2	10.53
	maps					
	pictures	1	1	1	3	15.79
	charts					
	handouts	1		2	3	15.79
	posters		1		1	5.26
	word cards			1	1	5.26
	white/black board		1		1	5.26
Audio	songs	1			1	5.26
	dialogues					
	stories					
	tales					
Audiovisual	videos	2	1		3	15.79
	movies	1			1	5.26
	documentaries	1		1	2	10.53
Realia	objects (toys, plants, fruits)		1		1	5.26
Online	websites					
TOTAL		8	6	5	19	100

Author: Monique Mayorga Castro

Source: 1st, 2nd, and 3rd years of senior high school

Description, Analysis, and Interpretation of Results

This section analyses the qualitative and quantitative information gathered when observing the use of supplementary material in a public and a private high school.

This first section describes the qualitative analysis on supplementary material used in public and private schools. This analysis is mainly focused on four major aspects: the pertinence to see if the material was related to the content of the lesson; the appropriateness to show if the material used was adequate for the learner's age and level; the quality that is to analyze the elaboration or production of the material; and the learning styles each teacher took into account for choosing the supporting materials.

The second section describes a quantitative analysis on the frequency each supplementary material was utilized in both public and private high schools' grades. In order to compare the occurrence of each material in each high school, it was necessary to base it on the number of times each material was used in each grade and school.

Qualitative Analysis

Public High School

1st Year

Whiteboard

In the first class, the topic was Imperatives. The main objective of this lesson was to make students give instructions to others. The only supplementary material used during this lesson was the whiteboard. On the whiteboard, the teacher wrote the date, the topic of the lesson, and some examples of imperatives. She mainly focused on the use of instructions as imperatives. The examples written on the board included

simple instructions that students read aloud like: Sit down, open your book, take out a pen, and close your books. The students read the instructions, but they did not understand what the meaning of each imperative was. Many questions aroused during the class, and students did not understand the topic of the class.

The material used was pertinent to the topic of the lesson. As stated before, the teacher used the supplementary material to write down examples of imperatives, which was related to the content of the class. In addition, the whiteboard was not pertinent to the objective of the lesson since the students did not give instructions to each other. The teacher did not use the material to explain the meaning of the imperatives.

The material used was not appropriate to the students' age and level. In regards to the age, it was not appropriate because the students were not motivated or engaged to the topic explained. Regarding the level's appropriateness, the teacher assumed that students were going to understand what an imperative is just by giving them some examples written on the board, and students had no previous knowledge about this topic; therefore, it was difficult for them to understand it with such a poor explanation. The use of the supplementary material did not reinforce or help in the understanding of this new topic.

Furthermore, when analyzing the quality of the whiteboard it was encountered that it was not good. The handwriting of the teacher was not clear and it was small. The students had a hard time trying to read what was written on the board. In addition, the students were affected by the distance from the board, which made it difficult for them to see the small handwriting the teacher was using. Moreover, the examples written on the board were not correctly distributed; all the information was

grouped in the top left corner of it. Also, the teacher only used one color marker to write the information on the board, and it appeared monotonous.

The second class was about the Simple Present Tense and its affirmative form when describing routines. The objective of this lesson was to describe daily routines; the teacher came to class only carrying whiteboard markers. The presentation of the topic was done on the board; she drew a small schedule about her son's daily routines, and while presenting the schedule, the teacher started making sentences using the simple present tense, emphasizing the "s" ending for the verbs. Later on, the students were asked questions about their daily routines such as: How often do you watch TV? Where do you study? How often do you wash your teeth?; eliciting the practice of the simple present. After that, students made sentences about the daily activities displayed on the board, understanding the difference when writing in the third person singular. Some examples were written on the board using the drawn schedule; for instance, Jose washes his face every day; Jose eats three times a day, etc. Subsequently, students were able to produce the sentences without the teacher's instructions.

The material used was pertinent since the information written on the board was closely related to the topic being taught. Moreover, it was pertinent to the objective of the class because students were able to connect what was being taught and the examples on the board.

Furthermore, the material was appropriate for the student's age and level. The examples presented in the schedule were activities related to the students' daily routines, and they wrote sentences about themselves and their peers. Therefore, the material used was appropriate for their age since they were motivated on writing

about their daily activities. In addition, the material was appropriate to the students' level since the vocabulary used by the teacher in the drawn daily schedule was recognized and handled by all of them.

On the contrary, the material used was of poor quality. The board was not big enough for the teacher to write many examples, the teacher had to erase every single time, and wasted time in erasing and lost the interest of the students while doing this. Even though the material was of poor condition, the teacher's handwriting was readable enough for all the students to see it clearly. Moreover, color markers were used to show the distinction of the ending -s in the use of the present tense third person singular verbs. With the help of different color markers, it was clearer to visualize the difference of using Simple Present in third person singular and adding the ending -s.

In the third class observed, the topic again was Present Simple Tense, but in this case the objective was to master the use of the affirmative form of the present tense in the third person singular. On the board, the teacher wrote the information of the class such as the topic and the date. Furthermore, the board was used to explain again the use of the present tense; the students opened their textbooks and reread the rules of the present tense. The teacher used the whiteboard to clarify any unfamiliar word or rule, since there were some unknown rules yet, she used the material to illustrate the grammar rules with an example for each one. For instance, to show the ending -s for words ending in -y; she wrote two columns where one was the verb in its base form and the other column was the third person singular form, examples such as study-studies; cry, cries, etc were displayed on the whiteboard. In addition, eight sentences were written on the board as an exercise, some of them were: The cat

_____ (sleep) under the desk; The teacher _____ (explain) the class, among others. Students had to read them and decide how to use the present tense in each different case with the verbs in parenthesis.

The material used was pertinent because the explanation written on the board was related to the topic of the lesson which was Simple Present. In addition, the board was pertinent to the class' objective since the students were able to distinguish the correct use of the present tense. By seeing the use of the whiteboard, it was clear the advantage the teacher took of it. The Simple Present was clear for all the students, and at the end of the class they mastered its use.

In regards to its appropriateness, it was excellent. The examples and exercises written by the teacher were linked to the students' age because they described actions that they daily see. Additionally, the students understood all the vocabulary used by the teacher on the board because it was appropriate to their level; and this was noticeable because the students were actively participating and eager to give the correct answer for each exercise.

On the other hand, the supplementary material was not good in quality. The board was broken, which made it difficult for the teacher to write many exercises at once. In addition, some of the markers were not visible for the students at the back. Even though the teacher's handwriting was big and understandable, the markers were old and made it difficult for the students to read. Moreover, the board was too minute for writing; therefore the teacher was not able to write the whole information she needed to.

In the fourth observed class the topic was the use of Future Tense “will”, specifically the use of its affirmative form. The objective of the class was to make predictions about the future. The teacher used the board to write the class information which included the date and the topic of the lesson. Furthermore, it was used to write sentences using the future tense “will”. The teacher made the students read the course book and the theory about the future tense. The theory students read was reinforced with some examples on the board which included: Tomorrow I will study for the test, next Sunday I will go to church, Next Saturday I will go to the park, among others. Students were able to understand the use of “will” in the future tense. Subsequently, students were asked to orally make predictions about what they were going to do the next day.

The supplementary material used was pertinent to the topic since it was used to write sentences that predict the future using the structure “will”. Likewise, it was pertinent to the lesson’s objective, the students were able to relate the content of the lesson to what was written on the board, and make predictions about the future.

In the same way, the whiteboard was also appropriate to the students’ level because the students understood the vocabulary used in the examples and exercises; this was evident by seeing the eagerness of the students to participate and give their own examples. Additionally, the material was good in relation to the student’s age, it was evident since the students felt identified with the vocabulary and expressions written; besides predictions were related to events happening in their daily lives.

In contrast, the material used was of poor quality. The teacher struggled in trying to write the sentences and exercises since there was a minute available space. Therefore, the students tended to get distracted while the teacher lost time in erasing and writing all over again. The marker used was black, and the handwriting was not

clear enough to read. The information was not distributed well; it was compiled on the top corner of the board.

The last class of the 1st year was the modal verb form “Should/Shouldn’t”. The objective was to make students learn how to give advice. The teacher did not use any other supplementary material besides the whiteboard. The board was used to write the date and topic of the lesson. In addition to that, it was used to give a quick explanation on modal verbs. The teacher wrote three advice using modal verbs on the whiteboard and asked students to explain what they think the words were. Some of those examples were: you should study before a test, they shouldn’t eat too many candies, among others. Students seemed disoriented since they had never learned those words before. The teacher wrote more examples for each modal verb and tried to explain them to the students. It was noticeable that the teacher did not have a good command of the topic, and the students realized this. Therefore, they were not engaged on the topic. When they were asked to write similar exercises on the whiteboard, they failed.

The material used was pertinent to the topic because the examples written on it were pieces of advice that used the modal verbs “should/shouldn’t”. On the contrary, the material was not related to the lesson’s objective since it demonstrated the lack of knowledge the students gained by the examples of advice written on the board.

Regarding the whiteboard, it was not appropriate to the students’ level because it was not useful in the understanding of the new introduced topic. The language used by the teacher on the examples on the board was not commonly used by the students; hence they seemed clearly confused for them. Neither the teacher nor the rest of the class understood the words from the examples written. Moreover, the vocabulary

used was not appropriate to the students' age because they were not motivated to learn the new topic.

In reference to the whiteboard's quality, it was not in good condition. The board was small and cracked in various places. The teacher struggled to find available space in order to write some examples, and her writing was unreadable. The students on the back tried to read it, but it was impossible since the handwriting was microscopic and unclear. The teacher used a worn out marker which made it worst for the student's visibility.

Handouts

In the fourth class, the topic taught was the use of the affirmative and negative future tense "will/won't". The objective was to have students make predictions about the future. Handouts were used to evaluate students' knowledge on the use of the grammar structure taught. The material contained ten sentences where students had to fill in the blanks by using will or won't. Students were able to discriminate when to use the affirmative and negative forms.

The handouts were pertinent to the lesson's topic because the exercises were about the future tense. In addition, they were also pertinent to the objective of the lesson because the students learned to discriminate when to use "will/ won't" by completing the sentences. They enjoyed the activity; consequently, it was evident they were engaged in carrying out the activity.

Likewise, the language used on the handouts was appropriate to the students' level because the sentences printed in the handouts were easy for them to read, analyze, and they easily identified what the correct answer for each question was. Similarly, the handouts were appropriate to the students' age because they seemed motivated in finishing the exercise quickly. Apparently they were not used to

receiving printed supplementary material; however in this exercise they were motivated in working in this new material.

Regarding the quality of this material, the handouts were of dreadful quality. They were written by hand and the handwriting of the teacher was not readable enough. Also, the photocopies were not clear, and it made it difficult for the students to finish promptly.

Learning Styles

As Kang (2006) defines, learning styles are internal characteristics an individual possesses for the intake and understanding of new information, in this case referring to English knowledge. People may rely on various learning styles such as: visual presentations, spoken language, hands on activities; therefore, the teachers should choose the type of supporting materials according to the students' characteristics. However, in this case the teacher mostly used the whiteboard as a visual material, but the students were not motivated or engaged with such material. Even though the teacher stated how important the supporting materials are for developing a class, she did not use any attractive material for the students, and this was noticeable because they were not interested in learning.

2nd Year

Whiteboard

In this first class, the topic taught was Past tense: affirmative and negative forms. The objective was to reinforce the use of past tense expressions and verbs from previous lessons. On the board, the teacher wrote main information such as her name, date, and the topic of the lesson. As an aid, the teacher used the board to write affirmative and negative sentences in the past tense to show their difference. Some

examples were: she worked in an office, she did not work in an office, she studied, and she did not study, amongst others.

The material used was pertinent since the content written on it was related to the topic being taught, and it reinforced the lesson of the Past Tense use. Additionally, learners were able to visualize and understand the differences among affirmative and negative forms. The board was also pertinent to the lesson's objective because students clarified any previous doubts they had before the class began. As the teacher reinforced the use of affirmative and negative forms in the past tense, it became clear and the students finally understood it.

In addition, the supplementary material used was appropriate for this level because after the teacher's explanation was finalized; all the students seemed capable of understanding and participating during the lesson. Moreover, the material was appropriate to the students' age because they were motivated in clarifying their doubts, later on they were eager to orally participate and give their own examples.

Regarding quality, the board was a small sized board, and some parts were broken. It was difficult and inefficient for the teacher to use this material, since she had to erase and write during short periods of time due to the small available writing space. All students were not able to see the sentences from their seats. The teacher's handwriting was small and not visible for the students who were sitting in the back of the classroom. Although the markers used were in good conditions, due to the small available writing space and the small handwriting used, the exercises done on the board were not well appreciated.

In the second class the topic of the lesson was "Vocabulary about common careers"; this vocabulary included the most common careers in an office such as: manager, boss, secretary, clerk, among others. The main objective was to learn the

vocabulary that is related to jobs, occupations, and positions in a company. The teacher used the board to write the date and the topic of the lesson. Additionally, she pasted pictures on the board which showed the new vocabulary words and their names written on the board, with this visual aid the students were able to learn the meanings of the words.

In reference to the material used, it was pertinent to the topic of the class since the board was a way to display the vocabulary pictures. Consequently, it was also pertinent to the lesson's objective because it helped the students visualize the pictures and understand the new vocabulary. The board was used to help the students understand the new words which were written on it next to the pictures.

Regarding the appropriateness of the board to the students' level it was good, the students knew some of the new vocabulary taught and tried to relate them with daily activities or personal experiences on what careers they had seen. Additionally, the students were eager to participate and they were engaged to the lesson taught.

Certainly the whiteboard was pertinent and appropriate, but the quality, was not the best. The whiteboard was small and not much space was available for writing. There were some posters on the whiteboard which made it difficult for the teacher to use more space. The students did not have a good visualization of the whiteboard.

In the third class, the topic of the lesson was "Media Vocabulary", and the objective of the lesson was to learn vocabulary related to media and jobs in communication. The taught vocabulary included words such as: reporter, anchorman, headline, byline, column and so on. The teacher only used the whiteboard as a mean to inform the topic of the lesson, the date, to display the pictures over it, and to write down the new vocabulary words next to each picture shown.

Concerning the material's pertinence, it was excellent since the vocabulary written on it was related to the content of the lesson given and relevant to the topic being taught. Furthermore, it was related to the lesson's objective which was to learn new vocabulary words, and the whiteboard was used as a good way for displaying the new vocabulary.

In the same way, the material was considered appropriate to the students' level because the small amount of information written on it was vocabulary that they knew their definitions, and some words were related to careers they commonly see in their surroundings; hence they were able to relate them to the English language. Moreover, the students were motivated by seeing pictures displayed on the board, and were participating positively; therefore the board was appropriate to the students' age.

Despite the fact that the whiteboard was pertinent and appropriate, it was not of good quality since it was too small and cracked in several parts. Consequently, this made it difficult for the teacher to display the pictures and to write their names, and due to the lack of available space on the board, the handwriting looked cramped and it was not visible for the students to identify the words and pictures correctly. For instance, some words were written next to a different picture and misled students into knowing which word belonged to which picture.

In the fourth class the topic was the Past Simple; affirmative and negative statements. The objective of the class was to make students report what they did the day before using verbs in past tense. The teacher wrote the topic of the lesson and a simple instruction which was: "Narrate what you did yesterday." The students did not understand what the exercise was about. Consequently, the teacher had to orally explain again, but still the students did not understand. Therefore, this time the

teacher made an oral presentation on what she did the day before, emphasizing the verbs in past tense. Finally, the students understood what the task was, and the teacher chose a student to stand up in front of the class to narrate his day.

The whiteboard used was pertinent because it had relation with the topic in discussion. The instruction written on the board was an exercise related to the topic taught. Moreover, the board was pertinent to the lesson's objective, since the students could accomplish the task.

The material used was not appropriate to the students' level since the task given was not clear, and the teacher had to explain it for several times, even a student had to go in the front of the class to demonstrate what the exercise was about. Likewise, the board was not appropriate to the students' age since they were not motivated in completing the task.

Furthermore, the whiteboard as all the ones in this school was of bad quality. The board was cracked, and the teacher was affected by the bad quality of the board because available writing space was almost null. However, the instruction was written on the board, and all the students were able to see and read it. The teacher's handwriting was big and clear for all the students to visualize it.

In the fifth class, the topic discussed was "The Incas", and the objective was to raise awareness about the "Incas Empire", and learn about their culture. The teacher used the board to write some important facts about The Incas for instance their location, language, clothes, and religion amongst others. The teacher had a paper with information about The Incas, but because of the lack of resources, the teacher had to write all the information on the board. In other words the board was used as a mean to display information.

The supplementary material used was pertinent to the topic of the lesson, because the information written on the board was about The Incas civilization. Also, it was pertinent to the objective since the facts written on the board belonged to their main characteristics. Nevertheless, a handout would have been a better way to explain about this issue since the students were distracted while the teacher spent time writing on the board.

Additionally, the material used was not appropriate to students' level because the teacher did not check the complexity of the used language in the information and neither students nor she understood the vocabulary. For instance, the text she copied on the board was for an advanced level, and when the students read the information they did not understand anything. Many students did not even know how to pronounce or read the new vocabulary. Some words were explained, but the teacher did not master the definitions of complex words. Moreover, the material was not appropriate to the students' age, since they were not engaged or interested in participating. They did not find the activity interesting and it was evident because they were chatting with their peers instead of paying attention to the class.

As for the quality of the material used, it was bad. Only half of the whiteboard was in good conditions. In addition, the handwriting of the teacher was unreadable, and the students complained about its small size. Besides, the information was not well distributed because of lack of space.

Pictures

In the second class, the topic was vocabulary about "Careers", the objective was to gain knowledge of vocabulary related to positions in a company. The teacher used pictures as a supplementary material, and they were pasted on the whiteboard for students to visualize them. The teacher explained the vocabulary on the pictures

and wrote their names next to them. While showing each picture, the teacher explained what the responsibilities for each career were and their functions in their jobs.

The material used was pertinent to the topic since it contained images of different types of jobs. In addition, it was related to the objective of the class; because students learned new vocabulary on careers and their responsibilities. Furthermore, the pictures represented most of the careers encountered in an office; hence they were understandable for the students because they were related to their experience when observing these occupations in real life.

On the other hand, the pictures used were not appropriate for the students' level because not even in Spanish the students knew the definition of the pictures or how to explain each person's function or roles in daily life. They had a hard time trying to explain it in English what the occupations were, since they did not master their definitions in Spanish. Additionally, the pictures were not appropriate to the students' age since the pictures were not realistic to people in their careers, they were colored drawn pictures perfect for students on lower grades.

In reference to quality, the pictures were of good quality; they were clear and all the students were able to see them from the whole classroom. The pictures were big enough for all the class to visualize them. Moreover, as they were colored pictures they were more attractive to see them.

In the third class the topic was "Media Vocabulary." The objective was to make students learn all the vocabulary related to newspapers and jobs in communication. The vocabulary included words such as: anchorman, reporter, headline, byline, among others. The teacher used the pictures as a supplementary material which was pasted on the board. The students participated most of the time,

but using the Spanish language since they did not know how to describe the pictures in English.

The material used was pertinent to the topic taught because the images helped visualize jobs in communication, such as: reporters, camera man among others, and also the objective was accomplished by the use of the pictures because students were taught and learned vocabulary about media. Even though the pictures were pertinent, the teacher could have used them to make a more active learning like role playing which would have helped the students develop more vocabulary on the topic.

On the contrary, they were not appropriate to the students' level since they referred to a new vocabulary, the students did not know how to explain the pictures or describe them in their own words either in English or Spanish. The teacher tried to explain the meaning of the words, but it was unsuccessful to do so due to her low proficiency of the language. Consequently, the description of the pictures was done by the teacher in Spanish, and later translated into English. In addition, the pictures were not appropriate to the students' age because the pictures were not real pictures of people in their jobs, but were cartoons; hence the students thought they were childish for them and even mocked at them.

In reference to the quality of the material it was good because the pictures were clear and big enough for the students to see and describe them. Pictures were seen throughout the whole class. As they were colored pictures, the students recognized easily what each picture represented.

Learning Styles

As Kang (2006) states, the learning styles are multidimensional, and can be classified in 5 categories: environmental elements, emotional elements, physical elements, sociological elements, and psychological elements. In order to achieve a

good acquiring of the English language, teachers have to take into account these categories when choosing supportive materials to create a positive learning environment.

In this course the materials used were: the whiteboard and pictures, and the pictures were not taken advantage of since the teacher only had them as a visual aid, and most students got bored at just watching pictures pasted on the board. The learning styles were applied when choosing the materials because the teacher did not motivate the students into participating. Additionally, the students were not pleased on the selection of pictures used since they were not adequate for their age.

3rd Year

Whiteboard

In the first class the topic of the lesson was the Past Simple affirmative and negative statements, and the objective was to have students write an ending to a story which was written in past tense. The teacher used the whiteboard to write a half of a story which was in past tense, and the students had to finish the story in their notebooks using sentences in the past tense form. Unfortunately, the students did not understand what the task was; hence the teacher had them read the story orally from the board, in order to make them understand it. Most of the class did not complete the task since they did not know how to do it, therefore, in the whole class there were students chatting or drawing in their notebooks.

Regarding the material's pertinence it was related to the topic because the story written on the board included sentences in the past tense such as: he woke up late, he did not have breakfast, etc. Since the objective was to conclude a story using the Past Tense and the story written on the board was in Past Tense it was pertinent to the lessons' objective which was to end a story in past tense. In spite of the

material being pertinent, the teacher could have done an exercise handout in order to explain the affirmative and negative past tense forms, such as asking their routine from previous days, and use clearer instructions to have students actively participating.

Additionally, regarding the material's appropriateness, it was not good referring the students' level since the story exposed on the board, was not related to the students' level of understanding; there were many words which students did not identify well. The students lacked the knowledge to comprehend the shown passage of the story for instance, the vocabulary used, was for students of a higher English level. Students asked for the definition of the words, but the way the teacher explained them, did not clarify their doubts. In addition, the written story was not appropriate for the students' age since it was not interesting for them to read nor motivated to end it. The students did not like the story, seemed not engaged therefore lacked the interest in completing the task.

In reference to the quality, the board as most of them in the institution was too small. It was cracked in several parts and it was difficult for the teacher to find available space for writing. However, the teacher's handwriting was clear and visible for all the students in the class. In addition, the markers used were new; hence the information written on the board was clear for everyone.

In the second class observed, the topic was affirmative and negative in the Present Simple where the students were supposed to use this tense for communicating their opinions on the topics the teacher was going to discuss which were: politics, health, and terrorism. The objective of the class was to have students express their ideas using the present tense. The majority of the students did not know what to respond. The students were distracted and even though the teacher tried to

encourage them, she failed. The students were talking in Spanish about other topics which were not related to the class. The teacher seemed frustrated and decided to write the three ideas on the board which were: what do you think about politics in Ecuador?, What do you think about the health habits Ecuadorians have?, what do you think about terrorism in the USA?. This was done in order to have students visualize what the topics were; subsequently, students were told to express their opinions about them, but the students did not know how to do it; therefore they did not complete the task.

In respect to the material used, it was not pertinent to the class because the ideas used on the board were not related to the present tense. The given instruction intended to make students give their opinion about the topics shown on the board, and there were just three issues written that did not encourage the use of the present tense. Besides, the questions written on the board were not pertinent to the objective of the class because the students were not able to communicate their ideas using the present tense. Instead of using the board to write the questions, the teacher should have written her opinion, using the Present Tense, on a certain topic to make visible for the students what their task was.

Similarly, the ideas written on the board were not appropriate for the students' level because it was a type of exercises not for the level of English they are used to handle; therefore the students did not understand how they had to give an opinion. In addition, the proposed topics were not relevant to the students' age or interest because at their age, they are not commonly interested in current event news happening around the world; hence they were not engaged or motivated to participate.

As regarding to the board's quality, it was old, small, and broken in several parts. On the other hand, the teacher's handwriting was big and clear for the students to appreciate it from all over the classroom. The markers used were of good quality, this again helped in having a good visualization of the proposed topics.

The topic of the fourth class was about "Health", the vocabulary words were related to healthy and unhealthy food, exercises, body parts and. The objective was to teach new vocabulary related to health care, and the teacher used the board as a means to explain the new vocabulary. Additionally, two columns were divided on the board and labeled with the words "healthy food" and "unhealthy food"; and pictures of healthy and unhealthy foods were drawn on the board and their names written below them.

The use of the whiteboard was pertinent to the topic since there was a link between the objective of the class and the pictures drawn on the whiteboard. The topic was Health vocabulary, and the pictures and names of healthy and unhealthy food drawn on the board represented the vocabulary which was being taught. On the other hand, if the teacher had brought the pictures done on papers and pasted them on the walls or board, the teaching would have been done in a motivating manner.

Referring to the appropriateness, the vocabulary was not appropriate to the level of the class because the proposed vocabulary was adequate for high level English students, not intermediate. In addition, when the words were explained the students could not relate them to their own vocabulary, daily life or use them in a sentence. Similarly, the words were not appropriate for the students' age because the students were not interested in the vocabulary being taught. They were not motivated on learning these new words and it was demonstrated by their negative remarks such as: when am I going to use these words?/ I am not going to be a doctor, etc.

As to the quality of the board, it was in bad physical condition and there was not a lot of available space for drawing; hence the drawings were not big enough, and it was difficult for the students to appreciate them from the back of the classroom. Nevertheless, the markers used were of several colors and of good quality.

In the fifth observed class, the topic was affirmative Past Simple, and the objective was to make students use the past tense by telling the news from the previous days since the teacher sent the students to watch the news the days before. The whiteboard was the only supplementary material used, and it was used to write the topic of the lesson and the date. The class was oral task based, and it was focused on the speaking skills and practicing the past tense while doing it.

The material used was not pertinent to the topic because it was only used to write the topic of the lesson and the date, and the students did not gain knowledge through it.

Similarly, it was appropriate to the students' level because the students were able to read and comprehend the topic and the date exposed on the board. On the other hand, it was not appropriate to the students' age because they were not motivated into participating.

The whiteboard was of low quality, and the teacher only used the available space to write the date and topic. The whiteboard was broken and very small; there was no room for much writing.

Handouts

The third class was about "Life in Ancient Egypt." The objective of the class was to have students learn about Ancient Egypt. Some handouts with information about Egypt and its main information like: location, population etc, were given to the

students, then the teacher had them read aloud and explained some unknown words. However, she did not know some of the definitions of the words, and it was a hard text for both the teacher and students. After reading the passage, the teacher made some comprehension questions and some students answered them correctly, but most of the students did not understand the text.

Concerning the material used, it was pertinent because it was related to the topic of the lesson because it informed the students the main characteristics this civilization possessed. The information displayed in the paper informed about the Egyptians life and traditions. Even though the handout included important facts about the topic, it would have been better to print some pictures on it to make it more comprehensible.

Although, the material was not appropriate for the level being taught it gave relevant information. The level of the students was intermediate, and it was difficult for them to comprehend the text which was written with high English level vocabulary. When students inquired about the unknown words, the teacher was not able to explain them either. This activity would have been asserted for higher level students. In addition, it was not appropriate to the students' age because they were not interested in reading a passage about civilizations from the past, and as they did not understand the meaning of the words, they were not attracted in participating.

In regards to the quality of the material, it was good. The handouts were clear and visible; hence the students could read easily, but the deficiency found was the lack of images. As students received their handouts, they got predisposed to not working since the long paragraphs were not appealing for them.

Learning Styles

As Putyntseva (2006) states, the learning styles can be classified into three categories: information processing, personality patterns, and social interaction. The information processing is the way learners sense, think, solve problems and recall the information; the personality patterns refer to the focus on attention, emotion and values; and the social interaction are the learners habits, attitudes and strategies toward their work and peers. In the observed classes it was evident the lack of knowledge the teacher possessed when choosing the materials used. Some of the lessons were not motivating for the students, and there were no warm up activities before starting each lesson. Consequently, it was noticeable the teachers did not possess the training required to teach English as a foreign language.

Even though the teacher expressed the importance of the use of supplementary material when teaching a L2, she did not know what learning styles were or why were they important when choosing a supplementary material. This was noticeable in the observed classes since the material used did not engage the students into doing the tasks they were asked to do.

Private High School

1st Year

Video

The first class observed was about “Process Analysis Essays”, and the objective was to make students watch a video of a common process and later have them to write a process analysis essay. The task was to show videos in the audio visual room of processes on how things are built, and it demonstrated two processes: how a car was made and how to make a Muppet cake. Before showing the video, the teacher made a warm up on what a process analysis essay is and its parts. Later, the

purpose of watching the videos was explained to the students in order for them to take notes in their notebooks which will help them for later writing their essays.

In respect of the video shown, it was pertinent to the class' objective which was to relate the real life processes seen in daily life to writing a process essay which explains the process of making things, besides students were able to acknowledge the importance of learning to write process essays. It was an entertaining way to relate the things learned in class to daily life activities, and the video was used in an original way because the teacher associated real life activities with writing essays.

In addition, the material used was appropriate for the students' level of English because the video shown had people narrating process which students knew and understood, and later were able to narrate them in their own words. The vocabulary used by the people in the supplementary material, was comprehended by the students and belonged to their English level. Similarly, the material was appropriate to the students' age because they were engaged while watching both processes and by being taken to the audio visual to watch videos, which is an interesting material for students in their age range.

The quality of the video was excellent since it was taken from the website Howstuffworks.com, and it was downloaded by the teacher to show in class with the use of a TV. The images were clear and visible for all the students in the class, and the volume was high enough for the whole class to hear it.

In the second observed class, the topic was The Tiananmen Square Massacre, and the objective was to make students analyze the causes and consequences of the massacre. The teacher took the students to the audio visual room, and recapped the past studied information students had on the massacre since they had already finished it on their textbooks. Most of the students knew that the main points were referring to

the massacre. As a warm up, students were asked several questions on their previous knowledge about the topic, later the video was watched to reinforce the studied theory. After the video finished, the teacher asked various critical questions on the topic; making students analyze the causes and consequences of the massacre.

This video was pertinent to the topic of the class since the topic was the Tiananmen Square Massacre, and the video showed how life was in those days. In addition, it was pertinent to the class' objective because it helped the students visualize why the massacre happened, and by using their critical thinking, they were able to comprehend life in those days and why the massacre occurred. In order to assess whether the students indeed comprehended the causes, a handout with questions could have been used to send as homework.

In relation to how appropriate the material was to the students' level; all of them understood the vocabulary used to describe the massacre. Besides, the teacher helped them by putting the subtitles in English in order to have a better comprehension and additionally, this helped them in developing their English skills. Afterwards, when the teacher asked questions all knew the correct answers. Similarly, the video was also appropriate to the students' age because it was extremely interesting and all the students were attentive to it, since it was a topic they were concerned about, they were motivated in watching this video because it gave them various points of view of the causes of the massacre.

Referring to the quality of the material, it was good because the video was bought from a DVD store and the image was clear for all the students to appreciate it. In addition, the video was made by The History Channel which made it more realistic, and it was the second volume. Additionally, the DVD was a copy from the original, and the volume of the material was good and everybody was able to hear it.

Movies

In the fourth observed class, the topic was “Romeo and Juliet”, and the main objective was to understand the main themes of the book *Romeo and Juliet*’s which are: love versus hate; passion versus reason. The movie *Romeo and Juliet* was watched in class, and the students were interested in watching this latest *Romeo and Juliet* movie version since they recognized the actors playing the role of main characters. The students loved watching the movie after reading the book, and as they watched the movie, the teacher paused it in important parts to emphasize the important facts of the movie that were related to the book. In addition, during these pauses, the teacher asked questions about the main themes of the book, and how were they related to the movie. As the students required explanations about some points that were not clear while reading the book, the movie and the teacher helped clarify these doubts.

In reference to the movie used, it was pertinent to the objective of the class because the book was difficult for the students to understand since it was written in ancient English, and the movie helped them to clear up some voids they had in regards to the content and themes.

Additionally, the movie was appropriate to the students’ level because the language spoken in the movie was understandable for them. Moreover, the teacher chose to put the English subtitles to develop an easier comprehension of the language, and the vocabulary used in the movie was adequate for the level taught. Likewise, the movie was appropriate to the students’ age because students enjoyed this movie and were engaged in watching it.

Regarding the quality of the movie, it was excellent. The movie was clear and the sound was good for all the students to watch and hear it. From every angle of the classroom the images were seen and the sound was heard.

Handouts

On the third observed class, the topic was “World War I”, and the objective of the class was to make students realize how life was for the soldiers and people at home during World War I. The handouts were photocopies of soldiers’ letters to their families back home. Students were interested in reading what soldiers had to say to their families, and afterwards the teacher read it to them by giving the appropriate intonation to unknown words. Later, the teacher reminded students how life was during World War I, according to what they had read in their textbooks in previous classes. Additionally, the teacher made questions to the students in order to clarify any doubts on the topic. This material helped students by showing how life was during World War I, through the soldiers’ perspectives and location.

Concerning the material’s pertinence, it was related to the topic of the class, due that the letters described life in times of World War I and its effects. Similarly, the material used was appropriate to the objective of the class since the students read the letters and understood what the soldiers had experienced during war.

The material was appropriate because the language used in it was understood by the students, and this was proven because the students were able to answer the comprehension questions the teacher made to them. Besides, when asking comprehension questions, they were able to answer them correctly. Similarly, the material was considered appropriate to the students’ age since they were engaged in reading the handouts of the letters, besides the fact that they were original soldiers’ letters had they more motivated into reading them.

In reference to the quality of the handouts of the soldiers' letters, they were original letters written by soldiers at that time and later on they were scanned and uploaded in internet, from where the teacher downloaded them, and later had them printed. The letters were handwriting by the soldiers who lived this experience, and even though they had been written many years ago, they were clear enough to read.

Songs

On the third class, the topic was "World War I", and the objective of the lesson was to teach students how soldiers' life was in that time. As a warm up activity, the teacher did a brief summary about World War I, and the students had already read some letters from the soldiers' perspectives; hence, they were already emotionally engaged to the way the soldiers felt in those days. Afterwards, a patriotic song called "*I didn't raise my boy to be a soldier*" by Morton Harvey was played. The song was written from a parent's point of view, and the first time the song was played was in order to have students listen to the rhythm. The second time it was played, they sang it aloud, but this time they understood the lyrics and the pain they reflected of the suffering at those days. Then students were eager to keep participating and singing that they asked the teacher to play it again for a third time to sing it again. No vocabulary was explained since the students managed all the words from previous lessons and when the time came to ask questions about the song, the class was over; hence the teacher was not able to finish the activity.

The material used was pertinent to the topic of the class because the song was about World War I, and it explained the soldiers' point of view about those days. Similarly, the song helped the students to know how life was in the time of the World War I, which was the objective of the lesson.

The material used was appropriate to students' level because the lyrics of the song contained vocabulary known by the students from previous classes; consequently they were able to understand the true meaning of the song because they knew the definition of the vocabulary words related to World War I. Moreover, the song was appropriate to the students' age because the rhythm was attractive for them, and the lyrics touched their feelings because they were able to comprehend soldier's emotions. Besides, they were motivated because they asked to sing the song several times.

Likewise, the song was of excellent quality, and the sound was high and clear for the students to listen to it. The CD was not in a bad condition; therefore, the song was played continuously. Everywhere in the classroom the song was audible; hence the room was filled up with music.

Pictures

In the fourth class where the topic was "Romeo and Juliet", the main objective was to understand the book's main themes which were: love versus hate and passion versus reason; hence the teacher brought to class the pictures of the main characters of the movie, Romeo and Juliet. She made a warm up activity before watching the movie, and this helped students to remind the names of the characters and their personality traits since they were thoroughly described. After this warm up activity, the pictures were displayed around the classroom's walls in order to analyze each character when they appeared in the movie which was being played.

The pictures were properly used in relation to the topic because it helped the students in the explanation of the main characters and their personality traits. This material supported the lesson's objective because the students were able to recognize

the characters from the book, which were additionally described in the pictures and later seen in the movie.

In addition, the pictures were appropriate to the students' level of understanding since this grade had read the Romeo and Juliet book previously, the language and vocabulary used was managed by them. They understood what each picture represented, and how to describe them. Likewise, the pictures were appropriate to the students' age since they were actively participating when asked to describe them.

Referring to the pictures, they were of the best quality. They were clear and also of the perfect size for the students' sight. The pictures were approximately thirty square centimeters of size, and they were colored. The students were able to appreciate the pictures from all over the class, while the teacher showed them around for later pasting them on the walls.

PowerPoint Presentation

In the fifth observed class, the topic was "Introduction to Debate", and the main objective of the class was to introduce the parts of a debate. As a supplementary material, a PowerPoint presentation which included the theory about what a Debate is and its parts was shown. The teacher had students read the slides with the information on Debate parts and he added an extra explanation since the key terms were not manageable by them. They were eager and kept asking and learning about debates, and the power point was introduction to students to famous debates throughout history.

In regards to the material used, it was pertinent because it was related to the topic of the lesson since it presented information on debates. In addition, it was pertinent to the objective since the PowerPoint included information on the parts of

debates and what a debate is. The material used was good because the students understood the parts of the speech with the information from the slides.

Additionally, it was appropriate for the students' level of understanding, since they were able to recognize the words which described the parts of a debate; even though there were new key terms, their explanation was clear and understandable for them. As they read, they understood the use of the new terms such as: arguments, rebuttal, claims, amongst others which they had previously studied. Moreover, it was appropriate to their age since at this level they participate in Debates against other schools. Additionally, the motivation they had was on being able to write their own debates.

Regarding the quality of the material, it was excellent. There were not too many slides, only 10 slides were shown. Similarly, in the slides the information was not crowded; only 4 main points were stated in each slide. They were clear for the whole students in the class to visualize. Again, the font used was visible for all the students.

Documentaries

In the same fifth class, the teacher used a historical speech, because the topic of the class was "Speech", where the students were shown public speeches. The objective of the lesson was to learn about historical speeches, and the teacher brought Dr. Martin Luther King's documentary where his famous 'I Had a Dream' speech was shown. Students had been learning about segregation and knew about Dr. King's struggle during this time, and were immediately participating giving their points of view on the subject. The teacher paused the documentary to emphasize the debate characteristics that made this speech historical. The students wrote down what made Dr. Kings speech unforgettable, for later recreating it.

The material was pertinent since it helped the students visualize what a historical speech is like. Moreover, it was pertinent to the topic of the lesson because it was related to historical speeches and showed one. Additionally, the supportive material used was pertinent to the objective since it showed students a famous historical speech throughout time. The documentary was applied in a creative way because this speech encouraged students into writing their own speech. In addition, it allowed students to see how a speech is done and the emphasis which has to be used when giving one.

In relation to the material's appropriateness, it was good because the students understood the speech; the vocabulary used during the documentary was of the students' understanding. To check comprehension questions were asked, and the students could answer them correctly. It was also related to their age since they were motivated and engaged into discussing the topic of segregation which was shown in the documentary.

As referring to quality, it was good. As it was a documentary it was the real footage of Dr. King's speech. Even though it was an old footage, the images were clear for the students to see. Moreover, the sound was of great quality and students were able to listen well to the famous speech.

Learning Styles

As Oxford (1990) suggests in his study learning styles are not black or white, they are a mixture of all the learning styles which are: sensory preferences (visual, auditory, kinesthetic, and tactile), personality types (extraverted vs. introverted, intuitive random vs. sensing sequential, thinking vs. feeling, closure oriented vs. open). These learning styles were demonstrated by the teachers from this level when choosing the appropriate materials for their students, because they did not just focus

on one learning style, but in a mixture of them in order to have a more positive learning environment.

As the teacher stated the importance of knowing the students' learning styles to choose the supporting material, it was evident he took into account their styles when selecting adequate material to teach English. In addition he stated that in his classes a 75% of the time this type of material such as videos, songs, PowerPoint presentation among others were used, and this was noticeable because in all the observed classes students enjoyed all of them. They were engaged and actively participating in all the classes and the students' sensory preferences were taken into account when choosing the materials.

2nd year

Whiteboard

In the first class, the topic was "Process Analysis Essays", which is to write an essay on how things are done, and the main objective was to learn the structuring of this type of essay in order to write one. The board was used as an extra aid to his class to show the students how to structure a process analysis essay, and since the students had previous knowledge about this topic, the theoretical part was known; however they were going to apply their knowledge into a piece of paper and write their own essays. The teacher used the whiteboard to write the information of the class which included: topic of the lesson and date. Later on, he drew the schema of a process analysis essay with its parts on the board for students to follow it when writing their own. The teacher gave topics such as: making a campaign to protect the world and making a campaign to stop segregation, in order to make students choose one and write their essays.

In regards to the material used, it was pertinent to the topic because the information written on it was relevant to what was being explained since the parts of the essay were labeled in the schema drawn. Additionally, the material was relevant to the objective because it showed the structure of the essay and its parts; hence the students were able to identify its parts and learn how to structure an essay. The teacher used the material in a positive way, since it clarified the structure of the essay, and students were able to create their own by following the schema drawn on the board.

In addition, the whiteboard was appropriate for the students' level of understanding, because the class understood what was written on the board, and was able to comprehend the essay schema and its labeled parts. As the vocabulary used was recognized by the students, they were able to understand the structure of the essay and how to write their own. It was related to their age since the topics given by the teacher to write an essay were of interest for them. The teacher gave two options on what they could write about: making a campaign to protect the world and making a campaign to stop segregation. As these topics were of interest for the students, they were eager to start writing their process analysis essays.

Likewise, the quality of the whiteboard was excellent, it was big, about four meters long, and every student could visualize it. The teacher used several color markers to label the different parts of the essay structures. Additionally, the teacher's handwriting was clear and big enough for everyone in the classroom to see.

Objects

In the first observed class, the topic was "Process Analysis Essay", and the objective was demonstrating the students the different steps while writing a process analysis essay. The teacher introduced and reminded the students the parts of an

essay, and students were separated into groups. Each group of student was given a different object which was of daily use such as: old cell phones, radios, and home appliances, and the groups had to write a process analysis essay per object. During the task they were asked first to brainstorm about the given object, its functions, and how were they built. Since the students were interested in the use of the objects and how to explain their development, they were engaged and participated as a group brainstorming, writing, and then editing their essay. As a final result, they had an essay explaining how each object was created, its functions etc, all according to their perspectives.

Referring to the pertinence of the material, it was relevant to the topic of the class because the teacher took objects to make students write a process analysis essay, and they encouraged students into thinking how each material was built. Later on, they applied the learned theory into writing their essays about each object. Additionally, it helped them go through the writing steps in developing a process analysis essay, and made it clearer how to write a process analysis essay by following steps. The material used was creative and engaging for the students because they were fascinated brainstorming how each material was assembled.

In addition, the material used was appropriate to the students' level because the students identified the items without any further explanation. Additionally, they understood the task and developed it well since the objects brought to class were of interest for them, and other objects intrigued them. In addition, the material was appropriate to the students' age because each group was satisfied with the given material and was motivated to write ideas about their developments. Moreover, the teacher's action of bringing objects to class was a fun way to teach about process analysis essays because the students were engaged in describing the objects.

In regards to its quality, it was good. Even though the materials were old fashioned, they were kept in good conditions. None of them was broken, and they were clearly appreciated by the students.

PowerPoint Presentation

The second observed class had as topic “The Conflict between Israel and Palestine”, and the objective was to make students understand and analyze the conflict between Israel and Palestine. The PowerPoint presentation which was used included some maps and interesting information about the background of the conflict and as the students read the information; the teacher gave extra information about the conflict and its causes. The students were curious about this conflict and asked many questions about it, fortunately the teacher was well-prepared and could answer them correctly. As the slides were passed, the students’ interest grew in order to understand the complexity of the topic and the ideals why the conflict still was an issue, even after a lot of years has passed. The PowerPoint presentation was used to have students visualize by the use of maps where the conflict took place, and it gave information on the different religions followed by both countries.

In reference to the material used, it was pertinent to the topic of the class because it included facts about the conflict, the backgrounds, and the consequences it has had. In addition, it also helped accomplish the objective which was to have students understand and analyze the conflict. Besides, the teacher was clearly prepared on the topic, and was able to add extra interesting facts besides the ones in the slides. As a consequence, the material was useful to further comprehend the reasons the war started.

Likewise, the material used was also considered appropriate to the students’ level because the vocabulary used by the teacher in the slides and orally was

comprehended by the students. In addition, the students were able to manage the war vocabulary and express their ideas clearly. Additionally, this material was appropriate to the students' age since the conflict was of interest to the students; they enjoyed discussing about wars currently happening. Given that they have always seen in the news about this conflict, they had always wondered the reasons for it, and the PowerPoint and teacher helped clarify their doubts on the reasons the war was happening.

As referring to the quality of the material, it was of good quality. The slides were eye-catching for the students' attention. They possessed real life pictures and information from witnesses. The information was not crowded and all the students were able to visualize it from the entire classroom.

Video

The third observed class had as topic "Industrialization in the Early 1900's", and the main objective of this lesson was to show students how the US changed from a farming society to a manufacturing one at the turn of the 20th century. As an aid, the teacher brought a video that showed how life in the US during the farming time was, and it additionally showed how people worked and earned their money by using farming as their economical income. The name of the video was "The Triangle Fire" and it showed the lack of concern on the welfare of factory workers at that time. Moreover, it showed the bad conditions on which factory employees had to work during those days. Students were impressed to see how life was during those days. Later, the teacher made comprehension questions on the topic, and a class discussion began on how people were treated during that time.

The video shown as a supplementary material was pertinent to the topic of the class because it was related to what was being discussed. Additionally, it was

pertinent to the objective of the class because the students were able to learn how the US society had changed from a farming society to an industrialized one. Likewise, the video was an engaging way to show how life was in those days, and in order to check comprehension the teacher should have sent any written assignment about the topic to assess the students' new knowledge.

The video was appropriate for the students' level since the vocabulary used was recognized by them. Even though students did not manage some of the terms used by guessing from the context they were able to comprehend them. In addition, it was appropriate to the students' age because this topic was of major interest for them since the class enjoyed learning about the US society which they commonly visit.

In addition, the video was of good quality, and the images shown were big and clear. Similarly, the volume was loud enough for everybody around the class to listen well.

Posters

In the fourth class, the topic was "Speech about Planets", and the objective of the lesson was to orally describe a planet in four minutes. The teacher arrived to class and handed each student a blank white poster, in which individually they had to design their own planet with several characteristics, for later presenting it to the class. He monitored the classroom by walking around, and helping them by giving any unknown words they needed. Afterwards, students were chosen randomly to give their oral speeches about their planets.

Concerning the material used, it was pertinent to the topic of the class since students had to do a speech about an invented planet. Furthermore, the posters were also pertinent to the objective of the class because they had to draw their planets in order to orally describe them for four minutes. The material was used in a creative

way, but in order to make it better two class periods would have been better than just one because students had to finish it up in less time and their creativity was shut down.

Likewise, the posters used were appropriate for the students' level because they understood the task and carried it out without any major doubts. Since students already knew what planets were because they had been reading about them; they knew how to describe their characteristics. Therefore, the needed vocabulary to describe a planet they was already manageable. In addition, the material was appropriate to the students' age because they enjoyed using their creativity to draw and invent characteristics of a planet. Most of them were eager to present their planets because they felt proud about their own creations.

The posters were of good quality because they were big and tidy enough to encourage students to use their imagination and create a planet of their own. Additionally, the posters were about one hundred square centimeters in size and as they were big, this motivated students to be majorly creative on their planets.

Pictures

In the last class, the topic was about "Oliver Twist", the book, and the objective of the lesson was to understand the main themes of the book which were: the hardships of poor children and the social divisions of the English society in the 1820's. Pictures of the main characters were displayed around the classroom and the students were stunned watching the walls covered with them, and the teacher attracted the students' attention in a way they could not stop staring the pictures around the class. Later, she did a quick review of the book and students were eagerly participating, and while students discussed the topics and themes of the books, the teacher walked around the class touching different pictures and explaining their

relation to the themes of the book. The teacher kept constantly moving in order to make the class active, and the students' motivation helped them in order to understand the themes.

Concerning the material used, it was pertinent to the topic of the lesson because the pictures were of characters from the book being taught. Additionally, the pictures were pertinent to the objective of the class since they facilitated the understanding of the book's themes because they showed the characters with exaggerated clothes, which helped the students, see in a more tangible way the different social classes of English people during the 1820's, by watching their clothes.

Furthermore, the pictures were also appropriate for the students' level because the students were able to describe them with vocabulary related to the book, and the vocabulary they used was the one which were previously learned throughout the book. Similarly, the material was appropriate to the students' age because the topic was of interest to the students since they had already finished the book, and they were analyzing the main themes. Additionally, they were intrigued to understand about the social levels at those times, and why was it an issue.

In addition, the pictures were of great quality because they were big enough for all the class to visualize them; they were approximately thirty square centimeters in size. Besides as the pictures were in color, they were more attractive to the human eye; therefore students enjoyed the class while watching the pictures.

Learning Styles

As Oxford (1990) claims in one of his researches, a learning style is the sensory preferences which include the visual, auditory, kinesthetic, and tactile. In this case the teacher focused on the students' sensory preferences to motivate them into

participating, and engaging them to learn English in a fun way. The objects, pictures and PowerPoint presentations used were chosen by taken into account the students styles and this was evident in the observed classes because all the students participated and were paying attention.

3rd Year

Handouts

The topic of the lesson was “Process Analysis Essay”, and the main objective was to analyze the content of a process analysis essay and evaluate the effectiveness of its arguments. In the handouts there were some extracts of process analysis essays written by several authors, along them they had explanations on the effect that each of its arguments causes on the reader. The material was interesting and with highlighted parts to emphasize the importance of using relevant arguments in this type of essay and to analyze what type of information should be added when describing a process since irrelevant information blurs the sequence of the process. Moreover, the teacher made comprehension questions to evaluate the new knowledge being taught.

The handouts used were pertinent to the topic of the class because they summarized the important features of a process analysis essay. Moreover, they were pertinent to the objective which was covered with their use since students were able to analyze what characteristics make the essay effective, and what information makes an impact on the reader. The material used was taken advantage because it contained appropriate information on how to write relevant arguments when doing this type of essay.

In addition, the material was also appropriate to their level since the students understood each word written on the handout; therefore, they were able to answer the

comprehension questions the teacher made. Additionally, the material was appropriate to the students' age because the students were engaged into knowing what information is needed in this type of essay and how to keep the reader linked to what they are explaining in their essays.

Furthermore, the quality of the handouts was good because they were clear and readable. Likewise, the font size was adequate for students to read, the teacher even used color ink to highlight the most important information from the material, and this made it attractive to the human eye.

In the third class the topic was "The Holocaust", and the main objective of this lesson was to make students realize that the victims of the Holocaust were real people who suffered during this situation, and to understand what life was like in Europe at that time. The handouts had stories of victims who survived the Holocaust, and the students were shocked some minutes by looking at the atrocious pictures on the given material. The teacher had them read in silence and later did some comprehension questions which included giving their own perspective on the topic, and students were eager to participate and give their opinions.

The material used was pertinent to the topic of the class since it had information about the victims of the Holocaust. In addition, it was pertinent to the objective of the class because it accomplished in giving the students the image of how things were in those days. The material used was educative, and the teacher should have sent them to research more on the topic since the students were interested on learning about it.

Additionally, it was appropriate top the students' level the vocabulary used and expression read were understood by all the class. Moreover, the discussion part of the class encouraged students into using the new vocabulary seen in the handouts.

Likewise, it was appropriate to their age since the class enjoyed discussing about real life events which took place in the past and the students were motivated into giving their opinions on the topic.

Moreover, the quality of the material was good since the pictures in the handouts were in color to make them more appealing to the students' eye, and as the pictures were shocking, the students were curious on learning how these events took place, and immediately started reading the information on the handouts. Likewise, the font used was adequate because it was readable and clear.

Documentaries

In the second class the teacher used a documentary and the topic of the lesson was "Life in North Korea", and the main objective was to analyze the role of the government in North Korean society. The teacher did a warm up activity of the topics discussed in past classes about the situation in North Korea and its government. The task was to have students take notes on the documentary because in the next class they will have to do an essay on it; hence the teacher had to pause it several times because the students kept asking questions related to what they were seeing and the teacher cleared up any doubts. As a final activity students were asked comprehension questions and a class discussion was started.

The material used was pertinent to the topic of the class because it was related to the life and government of North Korea. Besides, students had already read the theory about this topic, but now they were watching it in real life situations. In addition it was pertinent to the objective of the class since it accomplished in showing the students how the government affected the North Korean society. The material was used in a proper timing because the students had already read about this

in their books, therefore the documentary was watched in order to clarify any doubts on it.

Additionally, the material was appropriate to the students' level because the vocabulary used was one that the students understood perfectly, and the documentary was narrated in English and without subtitles, but the students' level of English allowed them to understand it. In addition, it was related to their age because being in the senior years, they learn more about current issues, and are always engaged when watching a documentary since it is from real life situation.

Finally, the documentary was good since the images and sound were of great quality. Moreover, the video was visualized from every part of the classroom, and the volume was high enough for everybody to enjoy the material. The teacher bought this documentary from a DVD store, and it belonged to the History Channel documentaries.

Word Cards

The topic of the class was "Professions", and the main objective was to ask for types of profession and to describe what each profession does. The teacher handed out the students some word cards in which there were name of professions students knew about. The deceptive part was that one of the professions was an assassin, and the students had to walk around the class asking themselves what their profession was, and what characteristics each profession has; hence the students who encountered themselves with the assassin were out of the game because they were killed. The students walked around the class playing the game and the teacher monitored the task.

In regards to the supplementary material used it was pertinent to the topic of the class because the word cards had names of professions. In addition, it was

relevant to the objective of the class because it allowed students to talk about the features each career possesses. The material was a fun way to interact among the students and to remind them of the several professions and their responsibilities.

It was appropriate to the students' level because it was related to vocabulary they handled, and the professions and their characteristics were comprehended by them. In addition, the material was appropriate to their age because the students being so close to graduation know every aspect of each profession, and were interested in discussing about them and their characteristics. Moreover, the task was fun for them since they were motivated into guessing who the assassin was.

Concerning the material's quality, it was good because the word cards were of the correct size. They were fifteen centimeters long. The words on them were not handwritten; they were printed in order to make it clearer. The font was the perfect size for students to read. In addition, the teacher had written some important characteristics for each profession. Therefore, if someone did not know about their profession, they will use as an aid what the teacher printed.

Pictures

The last class used pictures as supplementary material and the topic of the lesson was the book "1984", and its main objective was to understand 1984's main themes: the dangers of totalitarianism and how language can be used to manipulate people. The teacher reviewed the themes studied in the previous lessons, then pictures of the main characters were shown, and the students had to describe them and how each one of them was related to the studied themes. As the students enjoyed the book and the discussed themes a little debate was carried out. The teacher explained any doubts on the themes, but apparently they were understood by the students and it was shown by the oral discussion had.

The material used was pertinent to the topic of the class because the pictures were from 1984 characters. Additionally, they were pertinent to the objective of the class because they helped in achieving the understanding and discussing the themes of the book. The material was used in a creative way allowing students discuss among themselves in relation to the pictures and their perspectives on the themes of the book.

Concerning its appropriateness, the pictures used were appropriate to the level of the students because all they were able to identify what was on the pictures and use the vocabulary related to the book. In addition, they focused on the vocabulary related to the themes of the book which was studied in previous classes, and they handled very well the terms used to describe both themes. Moreover, the pictures were appropriate to the students' age because as the book discusses current issues the students were interested in giving their points of view on them. They were motivated into comparing the themes of the book to real life situation happening around the world.

When referring to the quality of the pictures, it was good because they were big and clear for everyone to see them around the class. In addition, they were color pictures; hence it made them more appealing for the students' eyes and motivated them into participating.

Learning Styles

As Oxford (1990) explained in his study, the sensory preferences are a major learning style, which include the visual, auditory, kinesthetic and tactile. In this case the teacher explained he chooses the supporting material according to these students' characteristics because he states his students love watching documentaries, video, and playing the word card game made the students participate in a fun and

motivating way. The teacher claims he uses supporting material 90% of the time in his classes, and this was supported by the observed classes which all had different supplementary materials focused on different sensory preferences since not all the students possess the same sensory preference.

Quantitative Analysis

This section is a comparative analysis of the use of supplementary material used in public and private high schools in which there is going to be an analysis on the quantity of material used in each separate high school. However, other factors had to be considered in this section that had to be accounted on which were the economic possibilities of each high school and the teacher's predisposition on the use of supplementary material in an EFL class. Consequently, the use of supplementary material is not only a decision of the teacher, but of the school and its economic possibilities.

According to the data collected both schools had a similar frequency of supplementary material used; for instance the public high school used 18 times the supportive material. In the first year they used 6 times the materials. Additionally, in the second year s total of 7 times supporting materials were used, and in the third year 5 times the extra aid was used.

On the other hand, the private high school used a total of 19 times the supplementary materials. In the first course 8 times; in the second course 6 times; and in the third course 5 times. As a result, the private high school had a major frequency in using this type of materials. Nevertheless, the main difference was in regards to the material's diversity. In the public high school the most common material used was the board; in contrast, the private school used: pictures, PowerPoints, handouts, among others.

In regards to the first year analysis, the public high school had a total of 6 times in using supportive material; on the contrary, the private school has a total of 8 times. Even though the numbers do not vary much, the types of materials do since the public high school used 5 times the whiteboard and once a handout. However, the

private high school used PowerPoint presentations, pictures, handouts, songs, movies, and documentaries once; in addition videos were used twice. Consequently, it was evident that the private high school had more variety when choosing the supplementary materials due to the economic support given by the school.

Concerning the 2nd course, the public high school had a total of 7 materials used, yet the private school had a frequency of 6 times. In this case the public high school used more materials, but the board was used 5 times and pictures twice; in contrast, the private school used: PowerPoint presentation, pictures, posters, videos, and objects once; hence the private school used more assortment when choosing supplementary materials. Therefore, this outcome was the result of the school's economic support according to its teachers. In the public high schools the teachers were not economically supported by the school; hence the most used material was the whiteboard. On the other hand, the private high school funded the supportive material; consequently there was a major diversity.

Lastly, in the 3rd course the frequency of materials used in both high schools was 5 times; nevertheless in the public schools the board was used 4 times and handouts once; on the other hand, in the private high school pictures, word cards, documentaries, were used once and handouts twice. Although the frequency was the same, the diversity was appreciated because the public high school did not use much variety due to the lack of economic resources; on the contrary, the private school paid for the supplementary material being used.

In regards to the most used material in the public high school, it was the board because it was utilized a frequency of 14 times; as a result it was a 77.77% of the supplementary materials used in this school. Additionally, according to the teachers' surveys the lack of economic support from the school was the prime reason why

there is a deficiency in the type of materials used. In addition, two other materials were used twice: the pictures and handouts, but in both cases the teachers had to invest their money in the production of the used material. Consequently it was evident the problem relied on the lack of economic support the teachers did not receive from the school.

Concerning the private schools, the most utilized materials were: pictures, handouts, and videos. The teacher chose this material since in the school they have available resources such as: Internet, ink colored printers, TVs, DVDs, in order to have teachers use them and create new materials. The referred aids were used a 47.37% from all the materials utilized. In addition, in the private schools it was evident the variety of supplementary material used, and teachers did not complain of the lack of support from the school. On the contrary, the teachers praised the help given by the school in regards to the economic support given regarding the supportive materials. Consequently, the positive environment was evident in the private school because the teachers' attitude towards making new materials was optimistic and motivating.

Conclusions

- In the Public high School there were few types of supplementary materials used: the whiteboard, handouts and pictures; and being the whiteboard the most commonly used.
- In the Private high School there was a varied set of supplementary materials used such as: Power Point presentations, whiteboard, handouts, songs, pictures, dialogues, posters, stories, videos, movies, documentaries, and objects; in addition, the most frequently used materials were the pictures, handouts, and videos.
- Sometimes in the Public High School the materials used were not pertinent to the lesson being taught. However, in the Private high Schools the materials used were in relation to the content of the class.
- In the Public High School, the material was not pertinent to the content of the classes. Most of the times, the students did not learn the class being taught. On the other hand, the supplementary materials used in the Private High School were pertinent to the lessons taught.
- The quality of the material used in the Public High Schools was bad. It is in contrast to the materials used in the Private High Schools which were of an excellent quality.

Recommendations

- The public entities should train and encourage their teachers to use supplementary materials when planning new lessons.
- It is suggested that teachers create their own supplementary material using cheap material such as: magazine pictures, cardboards, recycled material, etc.
- The teachers in public high schools should be trained in order to check if the materials used are pertinent or appropriate for the level being taught.
- Teachers should get free exercises and activities from several available websites. For instance, there are a great number of reading, grammar, vocabulary, and writing exercises in sites like: www.superteachers.com.
With the use of this free material, the classes will become more entertaining, and students will be more motivated.

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ANNEXES

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

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

Author: Monique Mayorga

Source: 1st, 2nd, and 3rd years of senior high school.

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

Variable	Indicators	Yes	No
Visual	flash cards		
	power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	word cards		
	white/black board		
Audio	Songs		
	dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	Websites		

Author: Monique Mayorga

Source: 1st, 2nd, and 3rd years of senior high school

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	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	Songs										
	dialogues										
	Stories										
	Tales										
Audiovisua l	videos										
	movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Monique Mayorga Castro

Source: 1st year

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	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	Maps										
	pictures										
	Charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	Tales										
Audiovisual	videos										
	movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Monique Mayorga Castro

Source: 2nd year

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	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisua l	videos										
	movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Monique Mayorga Castro

Source: 3rd year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	Tales										
Audiovisua l	videos										
	movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Monique Mayorga Castro

Source: 1st year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisua l	videos										
	movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Monique Mayorga Castro

Source: 2nd year

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	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisua l	videos										
	movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Monique Mayorga Castro

Source: 3rd year

Chart Nine: Frequency of use of supplementary material in 1st year

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	word cards		
	white/black board		
Audio	Songs		
	Dialogues		
	Stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL			

Author: Monique Mayorga Castro

Source: 1st year

Chart Ten: Frequency of use of supplementary material in 2nd year

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

Author: Monique Mayorga Castro

Source: 2nd year

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

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

Author: Monique Mayorga Castro

Source: 3rd years

Chart twelve: Frequency of use of supplementary material in Public and private High School

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

Author: Monique Mayorga Castro

Source: 1st, 2nd, and 3rd years of senior high school

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

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

Author: Monique Mayorga Castro

Source: 1st, 2nd, and 3rd years of senior high school

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

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

Author: Monique Mayorga Castro

Source: 1st, 2nd, and 3rd years of senior high school