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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

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## **CERTIFICATION**

Mgs. Carmen Benítez

CERTIFIES THAT:

This research study has been thoroughly revised by the graduation committee. Therefore, authorizes the presentation of this thesis, which complies with all the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, March 2012

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Mgs. Carmen Benítez

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## **AUTHORSHIP**

The thoughts, ideas, opinions and the information obtained through this research are the only responsibility of the author.

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Rosa Angélica Rivadeneira Montesdeoca

AUTHOR

## **DEDICATION**

My whole heart and this effort to  
Olivia, done grandma;  
my parents, and  
the sweet little boy that God gave me, Sebas.

## **ACKNOWLEDGEMENT**

My gratitude to my patient and kind advisor, Carmita, you are a wise person and a bright teacher.

I am grateful with my University, with all the people who spend time in the different places and posts with a lot of diverse duties to do; without you our University would not be the great one it is.

Universidad Técnica Particular de Loja is not only a name; it is the reflection of your well done work. Thank you all.

## CONTENTS

CERTIFICATION	ii
CONTRATO DE CESIÓN DE DERECHOS	iii
AUTHORSHIP	iv
DEDICATION	v
AKNOWLEDGMENT	vi
CONTENTS	vii
ABSTRACT	1
INTRODUCTION	2
METHODOLOGY	5
DISSCUSSION	
Literature Review	7
Results	32
Description, Analysis and Interpretation of Results	43
Conclusions	107
Recommendations	109
REFERENCES	110
ANNEXES	113

## **ABSTRACT**

The research presented in this thesis aimed to investigate the use of supplementary materials in a public and a private high school, considering some aspects such as pertinence, appropriateness, quality, frequency and variety. Furthermore, the purpose was to determine the type of supporting materials utilized in EFL classes and compare how they were used in both educational institutions.

This investigation was carried out in two cities of Ecuador. The public high school was in El Chaco, Napo. The private high school was in Riobamba, Chimborazo.

The participants were the English teachers and the students of the 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades of both high schools. The information obtained was analyzed qualitatively and quantitatively.

The qualitative characteristics analyzed were: pertinence, appropriateness and quality. Frequency and variety were analyzed quantitatively.

At the end of this research, it was concluded that the types of supplementary materials used in both observed institutions -public and private high schools- were visual, audio, and realia. Also, there was not a significant difference in regard to the frequency and variation of the supplementary materials used.



## **INTRODUCTION**

The teaching of English in a foreign country is a strong challenge to English teachers because of the complexity and diversity of the components. For instance, the socio-cultural component, the selection of the bibliography, and last but not less important, the methodology applied. This final element, embraces a variety of aspects such as the resources used, and the techniques that work together in order to make the teaching-learning process successful.

Regarding the methodology, the type of supplementary materials and how they are used makes a significant difference. The options presented when choosing materials for a class are very diverse. There are many types of supplementary materials you can use such as: visual, audio, audio-visual, realia, online resources and others. Using these materials in a pertinent and appropriate way gives as meaningful lessons.

Despite this notion, it seems to be that educators do not use supplementary materials at all. The research presented investigates this hypothesis in order to find out whether or not teachers use supplementary materials in their classes and how pertinent, appropriate, qualified, frequent and varied these materials are.

In addition, this is an interesting research that even unintentionally explores a myth. It is because of Ecuadorian idiosyncrasy. People do not trust in public education for learning

English. It is believed that private education offers the best resources, methodology and opportunities to acquire this language.

Similar investigations have been carried out in different countries around the world. Researchers have studied the outcomes of using different supplementary materials and their results support the use of them.

For example: researcher Maniruzzaman in 2010 carried out a research which intended to determine: 1. Are audio aids used in the class? 2. If yes, how much are they useful? 3. If no, why are they not used? 4. What does the teacher think of using audio aids? 5. What does the student think of using audio aids?

When the study was concluded the author stated the following results: 1. Audio aids are more or less used in most of the EFL classes. 2. Audio aids in the EFL classes are very useful since the use of such aids makes teaching attractive and effective. Audio aids also reinforce learning by stimulating and motivating the learner, arresting his/her attention during the instructional process. 3. The lack of teacher training, audio aids and administrative support are responsible for the insufficient use of audio. 4. Teachers do not have sufficient training and motivation as well as adequate audio equipment and administrative support required for using audio aids in the EFL classes. Finally, the last question results showed students find audio aids much useful for learning EFL but suffer from the lack

of trained teachers, insufficient audio facilities and limited administrative support as well.

Another related study was carried out by Barani, Mazandarani, & Hassan in 2010. Their objective was to determine if Picture into Picture audiovisual aids have any effect on the vocabulary learning of young Iranian EFL learners. The results obtained from this investigation were positive, Picture into Picture audiovisual aids have a significant effect on vocabulary learning among young Iranian EFL learners.

Throughout the present research, the main beneficiaries are students and teachers. Hence, teachers will be more aware of the importance and positive results obtained from using supplementary materials. Similarly, students will benefit from the help of supplementary materials. Students will be more engaged, classes will be more interesting, dynamic, and with factual learning opportunities.

Finally, in this study, there was only one teacher who taught all the classes in the private school, as a result, it was not possible to compare the methods used, the teacher style within the classroom and the use of supplementary materials of several teachers. This limitation narrowed the information obtained by the sample group in the investigation.

## **METHODOLOGY**

In order to carry out this research, a gathering of scientific information linked to the theme was done. The field investigation took place in the Republic of Ecuador in the Amazon and Highland regions. Two high schools were observed, one public and another private. The public high school was located in El Chaco in Napo province and the private high school was located in Riobamba in Chimborazo province.

In both educational institutions the participants were: the English teachers, and 5 students of each of the grades: 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup>. The students range age was between 12 to 16 years. The total amount of participants was 4 English teachers and 30 students. All the participants completed a survey; there was a specific survey to teachers and another different one to students. Five classes were observed in each grade as well. Each observed class was registered in an observation form.

During this investigation the general approach was qualitative and quantitative. The collected data was explored, analyzed, described and contrasted, the techniques that supported the data collection process were: reading, note-taking, and surveys. The instruments employed were: data collection forms, observation forms, surveys and tables of results.

To tabulate the results, the first step was to establish the type of material used. After that, the pertinent and appropriate use of the

materials was displayed in charts. Then, the frequency of the materials used in each grade was summarized and presented in percentages. Lastly, the final results for each grade were compiled in a chart to illustrate contrastively the frequency of the materials used in the public and private high schools.

In order to analyze the results obtained; a descriptive analysis was done for each grade. Every material used during the observed classes was listed and evaluated according to its pertinence, appropriateness, and quality. This process was the same with public and private high schools in this order.

Finally, a comparative analysis was done simultaneously for each grade. In this section, frequency and variety were compared between the public and private high schools. Student's opinions obtained in the surveys applied were also taken into account.

## **DISSCUSSION**

Next, the scientific information necessary to support this research will be reviewed. This literature analysis will be the technical basis to interpret the results obtained throughout this research. Also, this information will post standardized criteria about teaching procedures and other issues tied up to teaching English as a foreign language. After the description, analysis and interpretation of the results it will be possible to achieve the target of the current research determining how real the use of supplementary material in public and private high schools is.

### ***Literature Review***

The use of supplementary materials in Teaching a Foreign Language is an issue broadly expanded around the whole world. The purpose of the supplementary materials is to transmit the knowledge in an easier and engaging way. Considering that neither learning a language nor teaching is an easy task to do; teachers have found support in the use of these useful and varied aids. Consequently, they have developed, applied, evaluated and improved different types of materials which have been embedded to the teachers' praxis.

In order to take advantage of the supplementary materials use, the aids to be used must be prepared thinking about the learners, lesson objective, applicability, the learning cycle and so on. If teachers take these aspects into account when they prepare their supplementary materials, the aids brought to the class will be

pertinent and appropriated; therefore, there will be a successful learning.

Likewise, the current research focuses in the use of supplementary materials in the English class. Thus, the literature to be reviewed is going to cover topics related to Teaching of English as a Foreign Language through the use of them. So, topics like: Teaching a Foreign Language, learners, learning styles, teaching techniques, different teaching contexts and kinds of supplementary materials will be analyzed in the following pages. In addition, previous studies about the researched topic also will be included in this section.

#### *Teaching a foreign language*

Teaching in general terms is considered a noble and hard profession but teaching a foreign language is actually a challenge. Teaching a foreign language refers to educational situations where learners learn a new language in their own places and neither the target language makes up their setting nor their school subjects are given using it.

According to Ediger, Venkata & Bhaskara (2003) teaching is an art; and the performer has to be a resourceful person to be effective; so, they suggest that teaching should provide learners links between the context and the expression because that was the process how they learnt their first language in a natural way. After that, how new language items are presented teacher should attempt to use the new

words in meaningful situations because there is an ‘incubation period’ before the new information settles down in the learners’ mind.

The authors also claimed that the full meaning is known only when the situation is known, however it is clear that every teaching item cannot be linked up with pupils’ direct experiences, as a result “teacher has to recourse to artificial or ‘contrived situations’ created by himself to be successful.”

Additionally, in order for foreign language acquisition to take place it requires intentional effort and several favorable factors, most of them cannot be controlled by us, but recognizing them can contribute to efficiency and effectiveness, Saville (2008) observed the following useful concerns:

Consider the goals that individuals and groups have for learning an additional language.

Set priorities for learning/teaching that are compatible with those goals, multiple dimensions that are involved: linguistic, psychological, and social.

Understand the potential strengths and limitation of particular learners and contexts for learning and making use of them in adapting learning, and teaching procedures.



Recognize achievement in incremental progress.

And be patient. Learning a language takes time.

(p.180)

The factors above cited let teachers to be close to learners expectations in the language acquisition process. Additionally many strategies have been proposed to contribute to do of teaching a foreign language a successful task. Simple key procedures may be the difference to meet the objective. For instance, the teacher is supposed to correct mistakes in an assertive way and provide feedback; assign a partner with more proficiency to a weak learner; use gestures, mimic, exaggerated facial expressions to transmit the meanings, be responsible to the classroom management in order to provide equal students' learning opportunities and check for learners' understanding frequently. Burke (1999).

### *Learners*

Considering who our learners are, their motivations, and their specific characteristics lets us to notice a crucial difference in how to teach in a better way. Every person is unique and the different aspects that make up us –age, background, personality, aptitudes, our motivation to learn a new language, social status, etc- influence in who we are as learners. We would be so wrong if we pretended to teach in the same way to a 45 man like a 15 teenager. “People of different ages have different needs, competences, and cognitive

skills.” Harmer, (2008, p. 81). Hence, the methodology every kind of learner receives has to be personalized and unique too.

Regarding to age, Saville (2008) observed the following advantages that influences in the language acquisition, he established the following advantages of learning a second language between children and adolescents-adults:

<u>Younger advantage</u>	<u>Older advantage</u>
* Brain plasticity	* Learning capacity
* Not analytical	* Analytic ability
* Fewer inhibitions (usually)	* Pragmatic skills
* Weaker group identity	* Greater knowledge of L1
* Simplified input more likely	* Real-world knowledge

Source: Saville (2008, p. 82).

It is said that children learn in an unconscious way through ludic activities while adolescents, -who are the target group of this research- need to be put into gear on the process taking into account “their greater ability for abstract thought and their passionate commitment to what they are doing once they are engaged, ... Most of them understand the need for learning and, with the right goals, can be responsible enough to do what is asked of them.” Harmer (2008, p. 82). In contrast, older learners learn from their experiences, actions, practices and mistakes. They have an analytic ability and metacognition of the learning process. In addition, Vella, J. (2002, p. 4) puts forward twelve principles to be considered when adults are the aimed audience. These twelve principles propose how to respond to the adult’s needs of: assessment, safety, tutor-learner relationship,

sequence, praxis, respect; ideas, feelings, and actions; immediacy, clear roles, teamwork, engagement and accountability.

Another weighty consideration to bear in mind is learners' differences, which enclose aspects like learners' aptitude as a determiner to success. Also, personality sways strongly, so, "introverts generally do better in school and extroverts talk more. Some SLA researches have hypothesized that extroverts would be more successful language learners." Saville (2008, p. 85). This thought is applicable to learners who are learning a foreign language, too. On the other hand, in many cultures it is believed that sex is a determiner for learning success too, it is claimed that women are more successful than men, but it is an idiosyncratic aspect rather a scientific fact. Saville (2008, p. 86) claims that "this belief is primarily a social construct" therefore this thought, that also is in our Ecuadorian culture, will not be taken into account during this research.

Besides, another aspect strongly tied to learners is *motivation*. Motivation could be defined as the engine that moves or encourage learner to do the necessary actions to achieve his/her goal. Some experts have determined that motivation comes from two sides, one internal and another external. In order to support this belief, It is pertinent to cite the following distinction claimed by Harmer, (2008):

*Extrinsic motivation* is the result of any number of outside factors, for example the need to pass an

exam, the hope of financial reward or the possibility of a future travel.

*Intrinsic motivation*, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire of made him/herself feel better. (p. 98)

Regarding kinds of motivation, Woolfolk (2007, p. 273) argues that “the essential difference between the two types of motivation is the student’s reasons for acting, that is, whether the locus of causality for the action (the location of the cause) is internal or external – inside or outside the person.”

Furthermore, it is said that without motivation there is not success. So, this is the reason because one of the teachers’ aims should be to enhance, feed, and keep the motivation levels in the learners. If teachers want learning will be meaningful and therefore successful they must care motivation.

#### *Learner styles*

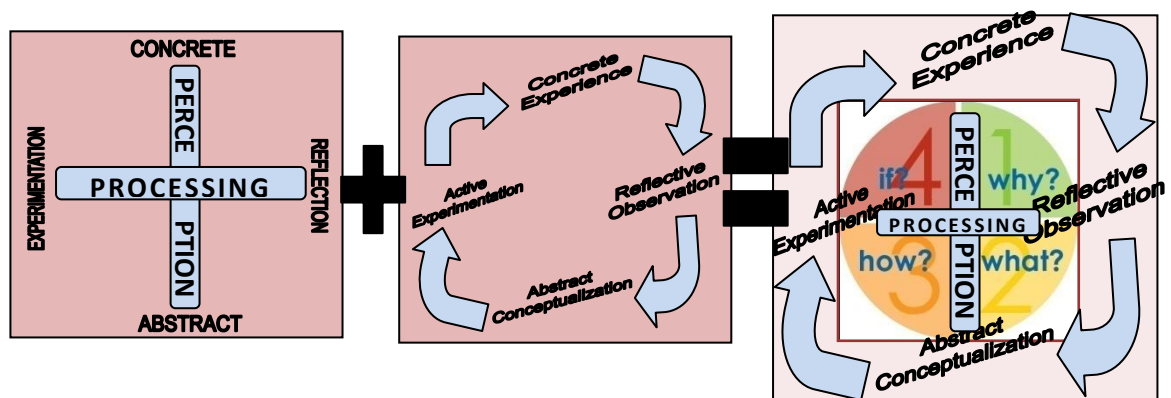
Learning styles refer to the way and preferences we have in order to *learn*. Learning styles are categorized according to how we perceive and then how we process the information. First, perception could be from something concrete or abstract. Learners do better in one way than other. Second, with the information perceived, learners have to

process it. Processing is different too, many learners process better through reflection, in contrast who needs of experimentation.

Besides, these predilections have a strong relationship with the learning cycle. The *learning cycle* is an iterative process made up of four stages: concrete experience, reflection, conceptualization, and active experimentation. The learning may start in any stage but in order learning will be concreted and the cycle will be closed, the information or new knowledge has to go across all the stages.

As a result, if we match the perception/processing process plus the learning cycle we will define our learning style.

Next, the subsequent graphs will help us to sum and clarify the above explanation.



**PERCEPTION/  
PROCESSING PROCESS** + **LEARNING  
CYCLE** = **4 LEARNING  
STYLES**

Consequently, defining our students' learning style is useful to point out the strategies to teach successfully; therefore, teacher will engage all student types in the learning process.

In addition, in order to explain about each one of the four learning styles characteristics, it is pertinent to analyze the information provided by McCarthy, B. (2002)

*Type One Learners*, as well known as diverging, reflectors or imaginative ones. They learn by feeling their experiences being present to them. They take time to reflect and ponder their experience. They are great mentors. They tackle problems by reflecting alone and through group participation. Their favorite question is: Why?

*Type Two Learners*, as well known as assimilating, theorists or analytic ones. They learn by thinking through experiences. They take the time to reflect and ponder on what they experience. They are systematic. They tackle the problems with logic and analysis. Their favorite question is: What?

*Type Three Learners*, as well known as converging, pragmatics or common sense ones. They learn by thinking through their experiences, judging the usefulness of what they encounter. They take the time to figure out what can be done with what they learn. They exercise authority with reward and punishments. If they are forced into a conflict situation, they deal with it by creating solutions. Their favorite question is: How does this work?

*Type Four Learners*, as well known as accommodating, activists or dynamic ones. They learn from their perceptions and the results of their experiences. They take the time to consider the possibilities of

what they learn. They tackle problems with their intuition. If they are forced into a conflict situation, they react emotionally and then move to cool rationality. Their favorite question is: What if?

Also, some considerations have emerged about this involving topic. For example, it is said that people do not have a pure learning style, instead everybody has a predominant one or maybe a mixture of them. Also, "Each person's individual learning style is as unique as a signature... A person's learning style has nothing to do with IQ, socioeconomic background, or achievement level." LeFever. (2004, p. 17).

In fact, sometimes students have difficulties to learn successfully, especially the younger ones because they are not aware of their preferences when learning. Because of this, they have to accommodate to the tutor's preferred teaching style, which sometimes does not embrace all the types of learning styles and therefore this decreases the opportunities to students' success.

### *Teaching techniques*

In order to increase students understanding and comprehension, teachers use different tactics or strategies. Teachers have to be aware of what techniques work better with their students group. So, when working with adolescents, the most expanded strategy is to turn the information into something meaningful and to make that this inspires an emotional response in the young learners.

Teachers also should be conscious about the limited capacity of the memory, in order to get positive results. Schreiner (2009) in an online article suggests teachers that “reducing the amount of information presented at one time, you (teacher) can increase the likelihood that students will process the information and transfer it to their long-term memory banks.”

Furthermore, in order to engage adolescents in the learning process many techniques have been proposed by various experts. Some authors recommend techniques such as: scaffolding, games, case studies, demonstrations, dramatization, fishbowl, jigsaws, brainstorming, role play, storytelling, mnemonics; ‘metaphors, analogy, simile’; ‘Rhythm, Rhyme, and Rap’, “Reciprocal Teaching – Think, Pair, Share, and simulations between many others. (Eitington, 2002; Schreiner, 2009; Wolfe, 2001). Following, it will be presented a briefly explanation of what each one of them treats about.

Scaffolding, it pretends to push students to their next ZPD (zone of proximal development). The technique consists of teacher at beginning provides students a heavy support and then he has to withdraw it gradually. Schreiner (2009) in an online article suggests that “to scaffold effectively, teachers should make sure that their withdrawal of assistance is continuous and consistent.”

*Games*, they encourage people to learn on their own. It’s easy to adapt an educational game from a traditional one. They are useful to reinforce a new learning or skill.



*Case studies*, are written sceneries in which community situations are involved and the learner's role is to provide an analysis and maybe a solution.

*Demonstrations*, are real examples of the performance of something that shows how it is supposed to be done.

*Dramatization*, students are provided with a scripted play to be acted. They have to represent the characters and show a scene related to a learning topic.

*Fishbowl*, a small group of students sited in a circle discuss a topic, while the most of the students sited around in a larger circle listen. When one of the students of the large circle wants to participate has to interchange his position with one of the smaller circle.

*Jigsaw*, is an innovated technique, Eitington (2002) argued that through this activity students can work in groups. Each group is given a topic to learn. Once these small groups have mastered the content, the groups are reorganized so that each new group contains one member from each original group. Each new group now contains an "expert" on the content that they have mastered in the original groups, and one at a time, each expert teaches the new content to the newly formed groups.

*Brainstorming*, the teacher determines the topic and asks to students to give such many ideas as they can. Teacher writes

students' responses on the board for a further discussion and analysis at the end.

*Role play*, is a short dramatization in which preliminary roles are assigned for each one of the participants.

*Storytelling*, teacher relates a story, it may be real or unreal. This technique is useful to make emotional connections between the audience and the topic to be learnt.

*Mnemonics*, are key letters that remind us a longer piece of information, for example, to remember the order of adjectives in English – opinion, size, age, shape, color, origin and material- it is easier to learn the phrase OSAS-COM.

*Metaphors, analogy, and simile*, this technique allows students to create a connection between the information they already know with the new information.

*Rhythm, Rhyme, and Rap*, this technique is used in order to increase adolescent's memory is useful to put the information we want to teach a rhyme of music.

*Reciprocal Teaching – Think, Pair, Share*; this technique implies that teacher gives students a topic, they think about this and then they discuss with a partner, after that, every pair has to share their conclusions with the rest of the class.

All the techniques above detailed, are useful to be effective when teaching English as a Foreign Language to adolescents because they

appear to be entertained and enjoyable rather than the same traditional and sometimes bored ones.

### *Different teaching contexts*

Teaching context refers to the setting where the teaching process takes place considering physical, social, institutional and personal features in the surrounded environment. In other words, according to Edwards; Biesta & Thorpe, (2009, p. 1) “The workplace, the home and the community can all be held to be strata of learning”. Additionally, these authors point out three different contexts: the physical, social environment, and the personal context. Following I am going to summarize what each one of them refers to.

*The physical environment:* includes the classroom where teaching/learning occurs. Factors such as lighting, temperature, time of day, and even the day of the week can make a difference.

*The social environment:* refers to the relationship between teacher and students. This includes norms and attitudes regarding gender, age, class, and ethnic roles. If a good relationship is constructed between teacher and students, the class environment will be more comfortable, promoting students’ participation and creating an adequate learning atmosphere.

*The personal context:* includes students’ individual features like their social class, their aptitudes and abilities, their self-confidence, their emotional state, and how they deal with their daily lives, etc.

Also, to expand the understanding of this topic, I am going to report other conceptions about learner contexts. Lightbown and Spada (2008) mention some ones such as: schools and language schools, in-schools and in -company, real and virtual learning environments, class sizes. Likewise, Smith (2007) in an online article identifies as teaching contexts to: class sizes, seminar classes, laboratories, collaborative classes, informal settings. In order to keep the focus in the objective of this research I am going to describe only the contexts that are more related to Ecuador's schools reality.

Regarding to the class size, we might observe large, middle, small and one to one classes. The amount of students influences on teaching because while more students are in our class the challenge is bigger. In large classes students would be frustrated due to the lack of teacher's attention. On the other hand, in small classes teacher can provide more attention to their all students.

Another relevant teaching context is Real and Virtual learning environments. Lightbown & Spada (2008) argued:

Learning language has traditionally involved a teacher and a student or students begin in the same physical space. However, the development of high-speed Internet access has helped to bring about new virtual learning environments in which students can learn even when they are literally thousands of miles

away (and in a different time zone) from a teacher or other classmates. (p. 121)

Additionally, I believe pertinent to analyze schools and language schools context. So, one of the differences in this kind of context is that in schools students *have to* learn English because it is another subject in the curriculum. In opposite, students who attend a language school are not obligated to take the classes; they do it because they want to. Also, sometimes schools –specially the governmental ones- do not have enough resources, in contrast, language schools have resources and specialized materials to teach in the best way.

#### *Supplementary material*

In order to complement or reinforce the regular course book contents, teachers have to recourse to extra aids or supplementary materials. Spratt, Pulverness, & Williams (2008, p. 114) claim that supplementary aids “include skills development materials, grammar, vocabulary and phonology practice materials, collections of communicative activities and teacher’s resource materials.” Additionally, these materials have been classified according to the sense they activate. So, materials could be: visuals, audio, audiovisuals; also, regarding their nature we have: realia and online.

Furthermore, using supplementary materials is important because through them teacher can vary the activities to keep the interest of their students, aids allow students extra practice of a

topic; also, they make learning more meaningful, and they let to teach from different ways to cover the different students' learning styles.

Moreover, the role that supplementary materials perform according to Spratt, Pulverness, & Williams (2008) are:

- to replace unsuitable material in the course book,
- to fill gaps in the course book,
- to provide suitable material for learners' particular needs and interests,
- to give learners extra language or skill practice,
- to add variety to our teaching. (p. 120)

In addition, González (2003) in an online article mentions the following roles of the supplementary materials: to encourage learners to participate actively, to clarify topics that learner finds difficult to understand, and to bring into the class real contexts of the world that are outside.

Next, the different sorts of supplementary materials will be analyzed. They are visual, audio, audiovisual, realia, and online.

*Visual.* This kind of material refers to “those which appeal exclusively to the sense of sight include to the words printed on the blackboard, flash cards, charts, maps, and the text itself.” Bumpass, (1963, p. 32). Also, this type of material is used by teachers to help

their oral presentations, as well as “to activate more dynamic learners’ participation.” Bumpass, (1963, p. 44).

*Audio.* González (2003) in an online article considers that this type of material is used to activate the auditive sense. This aid helps English students to develop their listening skill, to identify sounds their mother tongue lacks, and to practice comprehension. The aids considered as audio are: cassettes, compact disks, and the language laboratory. Currently, many teachers, during their classes, work with songs, dialogues, interviews, descriptions, etc played from a CD and their students find this activity attractive and engager.

*Audiovisual.* Moss (2009) in an article retrieved from the internet defines audiovisual materials as the aids used in order to convey information via sound and image. Nowadays, students are accustomed to technology, so they find this way more interesting that written texts. Between the aids that consider as audiovisuals are: Computers, television, -documental, films, news, soap operas, etc- DVD’s, electronic dictionaries, power point presentations, and projectors.

*Realia.* It is a suitable material that teacher can take advantage for making their explanations meaningful and easy to be remembered. According to Dudeney & Hockly (2008, p. 177). “realia can be used for presenting and manipulating language, and for involving students in activities of all kinds”. Likewise, even the teacher himself is a real material, through their mimics, facial expressions, exemplifications

he is being a resource in the class. Moreover, Spratt, Pulverness, & Williams (2008) argued:

“Realia is a teaching aid that consists in real objects that we can easily bring into the classroom can be used to teach vocabulary, as prompts for practicing grammatical structures or for building dialogues and narratives, for games and quizzes. Realia also include real texts, such as menus, timetables, leaflets, etc.”  
(p.120)

*Online.* It refers to the teaching using the internet as supplementary material. Online using has many advantages, for example it lets teacher “to bring the outside world into the classroom... They create spaces, communication channels and norms for dealing with issues and conflict. Also, Online allows creating interactive tasks” (Dudenev & Hockly, 2008, p. 7). This resource provides a variety of alternatives such as: email, chat, worldwide sites, course home pages, virtual learning environments or “platforms”, discussion lists and online groups, etc. Additionally, an important consideration is that “young learners are growing up with technology, and it is a natural and integrated part of their lives.” (Dudenev & Hockly, 2008, p. 27).

Once the supporting themes have been analyzed, studies with the same focus of this research will be analyzed too, following five studies focused in the use of supplementary materials to teach English as a foreign language will be examined.



First, Maniruzzaman (2010) carried out a research whose research questions were: 1. Are audio aids used in the class? 2. If yes, how much are they useful? 3. If no, why are they not used? 4. What does the teacher think of using audio aids? 5. What does the student think of using audio aids?. The participants were 32 university teachers and 120 tertiary level students randomly selected from two public universities and eight private ones. In order to carry out this study the researchers applied two different questionnaires. One was given to students while another was given to the teachers.

When the study concluded the author stated the following conclusions: First, audio aids are more or less used in most of the EFL classes. Second, audio aids in the EFL class are substantially useful since the use of such aids makes teaching attractive and effective, and reinforces learning by stimulating and motivating the learner and arresting his/her attention during the instructional process. Third, the lack of teacher training, audio aids and administrative support are responsible for the insufficient use of audio. Fourth, teachers do not have sufficient training and motivation as well as adequate audio equipment and administrative support required for using audio aids in the EFL class. Finally, the fifth question results showed students find audio aids much useful for learning EFL but suffer from the lack of trained teachers, insufficient audio facilities and limited administrative support as well.

Second, a related study was carried out by Barani, Mazandarani, & Hassan, (2010). The objective of their study was determine if Picture into Picture audiovisual aids have any effect on the vocabulary learning of young Iranian EFL learners.

The participants were sixty female students, aged 7-12 from among four similar classes. They were divided into two classes of 30, one group was the experimental and the other the control one. Then both groups were given a vocabulary test in order to determine the unknown words. After that, the researcher taught the unknown vocabulary to the experimental group using audiovisual materials and to the control group using a traditional methodology.

The results obtained show that students who were taught with the audio visual aids obtained better results in the post test than students who were taught with no audiovisual aids.

At last, the authors conclude that the data obtained supports a positive answer to the research question, so, Picture into Picture audiovisual aids have a significant effect on vocabulary learning among young Iranian EFL learners.

Third, Kelsen in 2009, carried out a research to determine if You Tube can be used as authentic material input as a motivational tool. The participants were two groups of students from two sophomore classes; one of 31 and another of 38, 69 students in total. The students were between 19 to 21 years old, all of them were second-year students at college.

The process of this research was as follows. The first day students were required to fill a questionnaire; it was regarding student's gender, access to computers and experiences using You Tube prior to this course. Then participants had to watch You Tube video clips, they were selected according to the topics of the textbook. Next, in the last day students were given a follow up questionnaire to establish the results.

The result was positive according to the research question; therefore, the author concluded that teachers and students can be involved in creative ways to incorporate You Tube in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment.

Fourth, Chuan & Whe in 2002 presented a research whose research questions were: What strategies used by the teachers to facilitate learning through ESL websites do students find helpful?, Do students think it is appropriate to learn English through teacher-recommended ESL websites?, How likely is it that students will use ESL websites for further learning?, and What problems and difficulties do students encounter when they use these teacher-selected websites?.

The participants were 49 students. Their ages range from 17-18. The method applied consisted in dividing students in two groups; each group was given the same 50-minute training session to introduce students to the computer facilities at the resource center as

well as to five websites that the learners could use to practice their language skills on their own. Before the training session started, the students were asked to fill out an anonymous questionnaire in their native language. Then, the students were given two weeks to complete a series of homework activities using the websites presented after the training session. The students worked in pairs on the computers at the learning center. The activities included exercises on slang expressions, idioms, phrasal verbs and vocabulary as well as reading, writing and listening practice. Moreover, students were asked to join a discussion thread in the student forums of Dave's ESL Café. They were also encouraged to play some of the language games found at the different sites. Two weeks after the training session, the students were asked to hand in their assignments and to complete an anonymous questionnaire concerning their perceptions of the experience.

The results of this research were the following. First, regarding to the student's perceptions of teaching strategies used, students felt that they needed instructions for online navigation. Second, regarding to the student's Perceptions of the Appropriateness of the Program, the students were positive towards the appropriateness of the especially its function in supplementing in-class learning. Third, regarding to Likelihood of Further Learning through ESL Web Sites, a fairly high number of the students hoped the teacher could recommend more websites. Fourth, regarding to difficulties and

problems encountered, the main problem was spending too much time visiting the websites, technical problems are concerned, not being able to download sounds, not being able to get on line, not having enough access to computer equipment was still a problem, and not being able to understand the instructions on the websites.

Finally, the least research to be analyzed is the carried out by Lopez in 2002. The research question was: What type of interaction happens when students construct understanding using multimedia learning software in an English as foreign language setting?. The participants were a group of 8 English students of the extension program of English with Emphasis on Teaching English as a Foreign Language. They were ranged in age from 14 to 40 years old.

The process to conduct the research consisted on providing a questionnaire; also, classes were videotaped to collect data. Besides, students received 10 hours of English per week. From these 10 hours, students met for 1 hour in the multimedia laboratory, which had installed the Discoveries network version. During the two semesters (40 weeks), students had 40 sessions in the laboratory. Throughout that period the author wrote down the teacher journal entries, videotaped the classes and conducted both the questionnaire and the interviews. For the duration of two sessions, researcher interviewed the students who participated in the multimedia project. The interview was audio taped to facilitate the classification of the information.

The result to the established research question was positive. Thus, this study determined that the type of interactions that happens when students construct understanding using multimedia learning software in an English as foreign language setting are the three following: Student-student-computer interaction, student Computer interaction, and students-Teacher-Computer interaction.

## Results

### *Cualitative 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 board	√	
Audio	Songs		
	Dialogues	√	
	Stories	√	
	Tales	√	
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	objects (toys, plants, fruits)	√	
Online	Websites		

**Author:** Rosa A. Rivadeneira

**Source:** 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades.

Chart two

Type of supplementary material used in private high school.

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

**Author:** Rosa A. Rivadeneira

**Source:** 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades.



Chart three

Pertinence and Appropriateness of the supplementary material used in public high school.

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

**Author:** Rosa A. Rivadeneira

**Source:** 8<sup>th</sup> grade.

Chart four

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 board	√		√		√		√		√	
Audio	songs										
	dialogues										
	stories							√	√	√	
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

**Author:** Rosa A. Rivadeneira

**Source:** 9<sup>th</sup> grade.

Chart five

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 board	√	√	√	√	√	√	√	√	√	√
	Audio	Songs									
Dialogues											
Stories											
Tales								√	√		
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)	√	√								
Online	Websites										

**Author:** Rosa A. Rivadeneira

**Source:** 10<sup>th</sup> grade.

Chart six

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

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

**Author:** Rosa A. Rivadeneira

**Source:** 8<sup>th</sup> grade.

Chart seven

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 board	√	√	√	√	√	√	√	√	√	√
	Audio	Songs									
Dialogues										√	√
Stories											
Tales											
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

**Author:** Rosa A. Rivadeneira

**Source:** 9<sup>th</sup> grade.

Chart eight

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 board	√	√	√	√	√	√	√	√	√	√
Audio	Songs					√	√				
	Dialogues										
	Stories			√	√			√	√		
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

**Author:** Rosa A. Rivadeneira

**Source:** 10<sup>th</sup> grade.

*Quantitative Tabulation*

*Chart nine*

Frequency of use of supplementary material in 8<sup>th</sup> grade.

Variable	Indicators	Public		Private	
		F	%	f	%
Visual	flash cards				
	power point presentations				
	Maps				
	Pictures				
	Charts				
	Handouts				
	Posters				
	word cards				
	white board	5	71,4%	5	55,6%
Audio	Songs				
	Dialogues	1	14,3%		
	Stories	2	14,3%	2	22,2%
	Tales				
Audiovisual	Videos				
	Movies				
	documentaries				
Realia	objects (toys, plants, fruits)			2	22,2%
Online	Websites				
<b>TOTAL</b>		<b>7</b>	<b>100,00%</b>	<b>9</b>	<b>100,00%</b>

**Author:** Rosa A. Rivadeneira

Chart ten

Frequency of use of supplementary material in 9<sup>th</sup> grade.

Variable	Indicators	Public		Private	
		F	%	F	%
Visual	flash cards				
	power point presentations				
	Maps				
	Pictures				
	Charts				
	Handouts				
	Posters				
	word cards				
	white board	5	71,43%	5	83,33%
Audio	Songs				
	Dialogues			1	16,67%
	Stories	2	28,57%		
	Tales				
Audiovisual	Videos				
	Movies				
	documentaries				
Realia	objects (toys, plants, fruits)				
Online	Websites				
<b>TOTAL</b>		<b>7</b>	<b>100,00%</b>	<b>6</b>	<b>100,00%</b>

**Author:** Rosa A. Rivadeneira



Chart eleven

Frequency of use of supplementary material in 10<sup>th</sup> grade.

Variable	Indicators	Public		Private	
		F	%	F	%
Visual	flash cards				
	power point presentations				
	Maps				
	Pictures				
	Charts				
	Handouts				
	Posters				
	word cards				
	white board	5	71,43%	5	62,50%
Audio	Songs			1	12,50%
	Dialogues				
	Stories			2	25,00%
	Tales	1	14,29%		
Audiovisual	Videos				
	Movies				
	documentaries				
Realia	objects (toys, plants, fruits)	1	14,29%		
Online	Websites				
<b>TOTAL</b>		<b>7</b>	<b>100,00%</b>	<b>8</b>	<b>100,00%</b>

**Author:** Rosa A. Rivadeneira

*Chart twelve*

Comparison of frequency of use of supplementary material between public and private high school.

<b>Grades</b>	<b>Public</b>	<b>Private</b>
8th	7	9
9th	7	6
10th	7	8
<b>TOTAL</b>	<b>21</b>	<b>23</b>

**Author:** Rosa A. Rivadeneira

## ***Description, Analysis, and Interpretation of Results***

### ***Materials Descriptive Analysis***

#### ***Public High School***

During the observation period in the public high school, various supplementary materials were registered during the English classes. Each teacher supported their classes with the help of basic aids like: the well known and common white board, and a compact disk. This CD is complement to the official textbook and contains dialogues, tales, songs and stories. In this section, the supplementary materials utilized will be described and analyzed taking into account their pertinence, appropriateness and quality.

#### *8<sup>th</sup> Grade*

##### *White board*

The teacher used this material most of the time. The use of the white board does not differ from class to class. For instance, in all five classes, he used the white board to write vocabulary, sentence patterns, and expressions he said. In addition, he utilized the white board to encourage and engage students' participation. Indeed, students wanted to go to write their answers on the board. However not everybody in the class had this attitude, or motivation to learn. S

Forward, it will be detailed how this material was employed, how appropriate and pertinent it was in each one of the five observed classes. However, the *quality* of the white board used will not be detailed class by class. Instead, this aspect will be analyzed at the

ending because the white board is a material already prepared, and provided by the school. It is not designed by the teacher; it does not require previous preparation and its quality does not vary from one class to another.

The topic of the first observed class was *Food* and its objectives were: to learn some new vocabulary and to express likes and dislikes about food. In order to illustrate the structure needed in a better way, the teacher wrote a pair of sentence models. He used different colored markers to highlight the -s when talking about 3<sup>rd</sup> singular person.

This procedure was pertinent because through it, the teacher cared about having an oral presentation more concrete and less abstract. Bumpass (1963) affirmed that visual materials, such as the white board, support teachers' oral presentations. Additionally the author claims that visual materials must impact the sense of sight to activate learners' attention and participation. Therefore, the use of the colored markers was appropriate and helpful to attract attention to the key information.

During the second observed class, which topic was *Different places, different food* the objectives were: to develop listening skills and listening for details to complete missing information. The teacher used the white board to check the written form of the words needed to complete the blanks that students had previously heard. As a result, students were able to confirm their answers or correct them if they did not hear the information correctly. This procedure was

pertinent and appropriate. It took into account what Bumpass (1963) said: visual materials should be also used to correlate with the audio forms being presented in order to intensify learner's experiences.

In the third class, the topic to be discussed was *How to make a fruit salad*. The objectives were: to develop written and listening skills. At this time, the teacher also used the white board to check the written form of the words needed to complete the blanks that students had previously heard; which, as it was exposed before, is an appropriate and pertinent procedure. Thus, the teacher supported his audio presentation using the white board.

Additionally, the teacher asked students to write on the board their answers. Each learner was supposed to write a sentence in order to build a paragraph. Consequently, it promoted the students participation, which is a goal of the supplementary materials such as visual ones, Gonzalez (2003).

The white board was also used in the fourth class. The topic of the class was *Health*. The class objectives were to develop reading and speaking skills as well as learn new related vocabulary. On this time, the teacher wrote the unknown words students found in the excerpt with the Spanish translation. Then, students had to speak about healthy food using simple structures like "*oranges are good for you*". This procedure is recommended by Gonzalez (2003), who said that using the board lets acquire, organize and structure knowledge considering the communicative and semantic process. For this

reason it could be said the use of the board, in the way the teacher used it, was pertinent and appropriate.

In the last observed class, the topic was *Healthy habits*. The class objectives were: to improve the listening skill and give some advice about being healthy. This time, the teacher wrote down the main verb of each advice. The pieces of advice were listened from a compact disk reproduced in a CD player. Then, students had to speak about some advice using the key words written on the board.

According to Gonzales (2003) who claimed that in every foreign language class, visual materials play a vitally important role such as to be an auxiliary to help the teacher in his oral presentation or intensive drill exercises. This technical information supports the pertinence and appropriateness the white board was used with.

In addition, during the five observed classes, students found this material useful and adequate because through it they were able to grasp information using their sight sense. The use of this aid considered learners' needs, their ages, and knowledge level because the information, words, structures, and examples were focused on the topic and objectives of each lesson.

Moreover, it is important to point out that the board had an acceptable quality. It was neither new nor old; but it was in good condition. Its size was big enough, and it was well located into the classroom.

### *Dialogues*

This audio supplementary material was only used during the fifth observed class. The topic of the class was *Healthy habits*. The class objectives were: to improve the listening skill and give some advice to be healthy.

In order to expose students to spoken language, the teacher used a CD. He played a dialogue between two people who were talking about how to stay healthy. One of the characters in the dialogue gave advice to the others. This audio material content was according to the topic and objective of the class; therefore it was pertinent.

In addition, this material had a complementary activity. Students had to complete some other related tasks in their books using the information provided. This technique is recommended by Burke (1999), who argued that teachers should be multimodal, and let students hear the aim language and add related activities; the activities should have a logical sequence.

In the same way, Gonzalez, (2003) argued that audio aids as dialogues, stimulate de auditory sense helping learners of English to develop their listening skills, and encouraging the comprehension of the conversations. As a result, dialogues turn into a pronunciation model to follow. Hence, it could be said that this dialogue was used appropriately by the teacher.

The use of this audio aid considered learners' needs, their ages, and knowledge level because it had a simple lexicon, and it was also entertaining to listen to. According to Schreiner, (2009) to be effective when teaching adolescents, teachers must ensure that they make information meaningful and that the information inspires an emotional response. Therefore, the teacher through this dialogue applied Schreiner's recommendation.

Considering the quality of the devices employed to present the dialogue such as the CD player, and the compact disk, it could be noted that both of them were working perfectly; the sound was clear and the CD player had an appropriate volume.

#### *Stories*

The teacher used stories two times during the observation period. He presented two different stories, during the first and third class. During first observed class whose topic was *Different places, different food* the objectives were: to develop listening skills and listening for details to complete missing information.

First, in order to provide students exposition to the target language, the teacher played the story twice. Then, students were required to complete a chart in their book. This audio material was helpful to the students. They could learn the correct pronunciation of twenty-four edible products into a context. This story about food matched with the topic and objectives of the lesson. Thus, using this supplementary material in this class was pertinent.



Considering students' age and knowledge level, it could be said that the story was appropriate to the participants. Gonzalez (2003) states the use of stories as supplementary material helped students to develop creativity, stimulate the fantasy, and increase the emotional activity. The content of the story presented by the teacher was about food from different Ecuadorian regions. The students felt identified with the region where they come from and the food.

This supplementary material was also used in the third observed class. The topic to be studied was *How to make a fruit salad*, and the objective was: to develop written and listening skills. In this occasion, the teacher played a story in which the teller told the process how to prepare a fruit salad.

Students were supposed to complete gaps. They have to choose some words from a box. This activity was useful to recognize the audio form of some words. Most of the words utilized were verbs related to cooking. The story was pertinent because it took into account the topic of the class and its objective.

Also, the chosen story was appropriate for the participants because it considered students' age and knowledge level. This audio material was based in a concrete situation. Almost all of the students have prepared or eaten this recipe before. The recipe presented is very easy to prepare. Therefore, the directions given were not complicated. Most of the students were able to understand what they were supposed to do to prepare the fruit salad.

Maybe, this material would have been used in a better way if the teacher had asked students to visualize the process while they were listening to. Eitington, (2002) claims that a technique when teaching English as a foreign language to adolescents is *visualization*. The teacher should ask students to imagine the story and then to guide the group through this image. Students have to visualize particular aspects of the story.

Additionally, the quality of the materials used to present this audio aid were of high quality ones. The sound was clear and audible, and the volume level was adequate. All the students were able to listen to the story anywhere they were located. It did not matter if they were sat in the front, center or at the bottom of the classroom.

To conclude with the analysis of the materials used in the 8th public grade, it will be questioned if the supplementary aids utilized took into account the different student's learning styles. When the teacher was asked throughout a survey about learning styles he answered "I do not know about that". Woolfolk (2001) suggests that teachers should give value to learning styles because they can develop self-monitoring and self-awareness skills. Also, the author argued that when working with younger learners, they may take advantage if they are aware of how they learn better.

In spite of the teacher's unawareness, there were some procedures that helped students with their different learning preferences. In this sense, taking into consideration the way how the

teacher used the white board, it could be said that it was well-turned with analytic learners and dynamic ones. Thus, when the teacher wrote on the board and then students reflected about the information, who benefited the most, had an analytic learning style.

On the contrary, dynamic learners tended to do better when the teacher wrote a pattern or a sentence and leave blanks; because those students who participated had to write on the board to complete the missing information. Nevertheless, the students who benefited the least were those whose learning styles were common sense and imaginative.

Additionally, it could be said that the audio supplementary materials used benefited mostly to imaginative and common sense learners. Students whose learning process consisted of listening to the dialogue and watching the images and sentences in the activities to be completed were the imaginative learners. On the other hand, students whose process consisted of thinking about what they were listening to and next completing easily and smoothly the tasks in the book were the common sense learners. Nonetheless, analytic learners and dynamic ones found it a little difficult due to their predominant learning style did not favor them when performing this activity.

#### *9<sup>th</sup> Grade*

##### *White board*

This material was used by the teacher every time she needed to use an aid. Despite the use of the white board, it could be said that

the use of this material was limited during her classes. Indeed, the students participated a few occasions, and the teacher did not write many times on it. Next, it will be detailed how was used this visual material in each one of the five observed classes.

The topic of the first observed class was *Parties – Past and Present* and its objectives were: to practice past tense and irregular verbs. During the class development, the teacher used the white board only a few times. She wrote isolated words, specially the irregular past verbs needed by the students to complete some activities in the book.

Considering what is suggested by Spratt, Pulverness & Williams, (2008) it could be said that the use of this visual supplementary material was pertinent because it is recommended to use the white board to write answers. The observed teacher used the white board in this way in order to reach the objectives of the class. In spite the fact that the teacher used the white board pertinently, she does not use it appropriately.

According to the authors mentioned before, the right manner to use the white board is dividing it into different sections for different purposes. Also they suggest using order, and caring about where the information is written. Another recommendation is to keep handwriting legible.

These recommendations were not taken into account by the teacher; the student's age and knowledge level neither. Students

were bored because the activity was too much calm. They just were copying the answers. As a result, students were not engaged in the class. If the teacher had used this visual material in a right and creatively way, it would have been more useful and attractive to the students.

In the second observed class, whose topic was *Sandra's great party*, the objectives were: to write notes and to develop intensive reading skills. In this occasion, like in the last class, the teacher used the white board a few times with some isolated words.

The use of this aid was pertinent because there were new words that students did not know. The teacher wrote on the board a list new vocabulary related to parties. As a result, students could increase their lexicon and understand the content of the lesson.

In addition, it could be noted that the way in which the teacher used this visual material was inappropriate. Spratt, Pulverness & Williams (2008) recommend using the write board to learners write answers.

This class lacked of students' participation. The students were very passive and bored. They did not have the opportunity to interact with the white board. However, the teacher had the opportunity to encourage student and promote their participation; but instead, she continued guiding all the activities required in the book. As a consequence the students only copied the answers to complete what was required.

The third observed class was about *Planning a surprise party*, and its objective was to develop reading and writing skills. On this occasion, the teacher used the white board only to write the English or Spanish translations students asked for. It could be said that it was pertinent to use the white board to help students understand the content of the class. It was also pertinent to use this material to clarify the students' doubts.

However, the teacher did not use this visual supplementary material appropriately. When teaching a foreign language, translation is not recommended. It is because learner covers their current need using the word provided by their tutor, but their brain does not do any effort with that bit of information. Therefore, the translation of a word is not stored in the long term memory. As a consequence, students are not able to use that word again without having help. It is because the given word was never learned.

If the teacher had taken into account the student's age and knowledge level she would have used the white board more appropriately. The teacher could take advantage of this topic, because everyone knows adolescents are interested in parties. The teacher could have used the white board to complete a crossword, or brainstorm or another activity that students found enjoyable or funny. According to Gonzales (2003) ludic activities help to engage students in the class.

During the fourth observed class, whose topic was English in Ecuador the objectives were: to learn vocabulary and recognize some signs. The white board was also used a few times. The teacher used this supplementary material during the warming-up activity to draw some signs. It was pertinent considering the topic and objectives of the class. Students show interests to guess the meanings of the signs during this activity.

Despite the use of this aid was pertinent, taking into account appropriateness, the teacher could do it better. After the warming-up activity, during the knowledge building stage, the teacher used the white board inappropriate. She did not consider student's age neither their knowledge level. There was an atmosphere poor of teaching and learning strategies. The white board was used by the teacher only to write the responses that were required to complete tasks of the students' textbook. In this class, it was very noticeable the students' conformist attitude. Learners were waiting for the responses provided by the teacher, they were also characterized by doing the minimum effort.

It would have been better if the teacher had used the white board to play a game. She could have guided a game like hangman in order to obtain the words her students needed. Likewise, she could have grouped her students and organized a competition. There are a lot of activities to work with young students that involve the use of supplementary materials such as the white board.

In the fifth observed class the topic to be discussed was *Occupations* and the objectives were: to develop writing and listening skills. The teacher used the white board to assess vocabulary. The assessing was to 6 students selected randomly. The teacher called to a student and dictated him/her 5 Spanish words related to the last class. The teacher evaluated the translation to English and the written form of the dictated words. The evaluation, alike her methodology, consisted of isolated words without a context.

The use of the white board was pertinent; it was according to the objective of the class. The teacher could evaluate the students' listening and writing skills. Additionally, she had the opportunity to provide feedback from the student's mistakes.

However, the teacher did not use the white board appropriately according to the students' knowledge level. She used the white board to evaluate translation instead language production. Authors like Ediger, Venkata, & Bhaskara (2003) stated that word-meaning is a mere waste of time when teaching English as a foreign language.

As a conclusion, considering the observations of the five classes, it could be said that the use of the white board was poor. The teacher did not take advantage of this supplementary material. Students were not engaged in the class. Many of the students were distracted doing other activities. Also, it could be noted that the material was not used in an assertive way. It would have been better if the teacher



had used it more times, and with more complete information to converge with student's knowledge level.

Moreover, it is important to emphasize that the white board has sufficient size. Nevertheless, it was not in a good condition, almost 10% of its surface was damaged. The damage surface might distract student's attention.

### *Stories*

During the observation period, the teacher used stories two times. The teacher used stories as supplementary material during the fourth and fifth class. The stories were used from the compact disk which complements the student's textbook.

The topic of the fourth class was *English in Ecuador* and the objectives were: to learn new vocabulary and recognize some signs written in English. While the teacher reproduced the CD with the help of a CD player, the students had to listen to the story. The story was played three times. After this, the students were supposed to complete an activity in their textbooks.

The content of the story was much related to the topic. It could be said the story was pertinent. The story was accompanied with a few activities to be completed in the book. The students were supposed to listen to the story and identify the pictures which have been mentioned.

This method of working with a story was appropriate because the students were involved in a task with the provided aural

information. Also, the students had to use their auditive sense and their sight sense simultaneously. It gives more kinds of perception to the learners and while more senses are involved in learning, it turns more meaningful.

In addition, the vocabulary employed into the story, and the story on its own was well turned with the students' knowledge level and their age. Students put attention to this audio supplementary material. They were interested in this audio material and they tried to recognize the signs or at least the ones they have seen before.

The topic of the fifth observed class was *Occupations* and its objective was: to develop writing and listening skills. The teacher reproduced the CD with the help of a CD player, the students had to listen to the story three times and then, they were supposed to complete an activity in their textbooks.

The story used by the teacher was closely related to the topic and the objectives of the class. In the story, a girl told about her family. She also described the job of each family member does. Thus, the use of this audio material was pertinent. However, it was unfortunate that the teacher spent a lot of time evaluating a few students individually. As a consequence, there was not enough time to do the rest of activities prepared for that class.

According to the appropriateness, it could be said that the story was apt to the learners. Student's knowledge level was in consideration with the content and lexicon of the story. The story

used also took in consideration the student's age. In the story, the main character was a girl with the same age that the students. This aspect made students feel identified with the story. In addition, the story used appealed to the student's emotions.

To conclude with the analysis of the 9<sup>th</sup> public grade, the supplementary materials used will be analyzed in consideration with the different learning styles of the students. In order to analyze this aspect it will be consider what McCarthy (2002) argued in his specialized work about learning styles.

According to the observations, it could be said that while the teacher used the white board, he helped analytic learners more than the other learning types. Dynamic, common sense, and imaginative learners were not taken into account when the white board was used. In this sense, analytic learners perceive the visual and concrete information. Then, they watch the pictures and sentences in the book. After this, they reflect to accomplish the tasks.

In addition, when the teacher supported her classes with stories, it could be said that how she used this audio material the most benefited learners were those who had common sense and analytic learning style.

In addition, when the teacher was questioned whether or not she takes into consideration learning preferences while preparing materials, her response was not related to the question. Her

inappropriate and unrelated response shows a lack of knowledge about this important aspect.

### *10<sup>th</sup> Grade*

#### *White board*

This supplementary material was used during the five observed classes. The teacher limited his class to the white board use. The topic of the first observed class was *Traditional dresses* and its objective was: to improve reading and writing skills.

The teacher conducted the class mostly in English, and used the white board in order to write what apparently students did not understand. It was pertinent to use the white board because in this way the teacher avoided unnecessary translations. Through the use of the white board, the teacher could reach the objective of the class.

It could be said that the way which the teacher used the white board was properly. The lexicon used was according to the student's knowledge level. Students were able to identify the clothes which the teacher referred. The student's age was also considered during the class. The teacher wrote descriptions about contemporary dresses to compare with traditional. The modern dresses described were what young people use nowadays.

In addition, when the teacher used the white board he had a good distribution of space. He also cared about his handwriting and he only wrote what was necessary. The way how the teacher used this visual aid was as many authors have suggested.

For instance, Gonzalez (2003) stated that visual stimulus on a white board transmits the meaning of a word or phrase. Using the white board might avoid complicated explanations or even unnecessary translations.

During the second observed class, whose topic was *How to make a Mexican dish* the objectives was: to develop listening skills. The teacher used the white board to check the written form of the words needed to complete the blanks that students had previously heard.

It was pertinent to use the white board to check students' responses. Because using the white board students could confirm their answers or correct them if they did not hear the information correctly.

Considering how the white board was used by the teacher during this class, it could be said that it was appropriate. The recipe from which the teacher took the words to write on the board was common and easy to cook. The vocabulary used in the recipe was appropriate to the student's knowledge level.

In addition, the teacher kept order while writing on the white board. He also had a separate space on the board to write new vocabulary. Some authors like Spratt, Pulverness, & Williams (2008) suggest dividing the white board in different sections with different purposes.

During the third class, the topic to be discussed was *Grammar unit revision*, and the objectives were: to evaluate the knowledge and

provide feedback if it was needed. In this occasion, the teacher also used the white board explaining grammar structures (periphrastic future), and providing examples.

It was pertinent to use the white board, because the students could grasp a pattern to be followed. The teacher wrote basic patterns using different colored markers to highlight differences. Also, only the relevant information was written avoiding saturating the aspect of the white board, and being of this a harmonic aid to be seen.

The write board was used by the teacher appropriately. The examples written on the board were according to the student's knowledge. The lexicon employed in the sentences was according to the student's age, too. Additionally, students participated actively during the class. Some of the students wrote their own examples on the board.

In the fourth observed class the topic was *Health & Safety*, and its objective was: to develop listening skills. On this occasion, the teacher wrote the unknown words students heard in a story presented. The teacher also wrote on the board some advices given in the story. This procedure was pertinent because students saw some advices and they could identify the modal verb. It was easy for them, to determine what word was modifying a verb in every sentence (*should*).

The way how this visual aid was used by the teacher was appropriate. The student's age and knowledge level was considered

when using the white board. The advices given were about do not smoke to be healthy. Students were able to give some advices to avoid smoking.

In addition, the teacher used the white board appropriately considering that this visual supplementary material was utilized to complement an audio presentation. According to Gonzalez (2003) the teacher should use the visual aids to reinforce learning.

In the last observed class, the topic was *No Smoking Day*. The objectives of the class were: to develop reading skills and practice wh-questions using the auxiliaries do/does. The teacher used the white board pertinently in order to meet the objectives of the class.

On this occasion, the teacher wrote down the main verb of each advice. These advices were given through a story listened from a compact disk. Then, students had to give advice using the key words written on the board and employing the modal verb should/shouldn't. It was pertinent the way the teacher used the white board because, students were able to accomplish the required activities.

When the teacher used the white board, the students' age was considered, as well as their knowledge level. It was because the information, words, structures, and examples were found interesting by the students. They also felt able to construct with the language. Furthermore, the white board was used appropriately.

Moreover, the white board was in good condition. Its size was sufficient. This visual supplementary material was well placed in the classroom. Thus, every student into the classroom was able to look at board from their own seat.

### *Tales*

This audio supplementary material was used during the fourth observed class. The topic was *Health & Safety*, and its objectives were to develop listening skills. The tale presented is available in the compact disk which complement the student's textbook.

Considering the way in which this material was used, the interesting plot of the tale, the activities to be completed, and the lexical used; it could be said that this tale had a positive effect on gaining student's attention and engaging them in the activities. Thus, it was pertinent to use this audio supplementary aid.

In addition, this tale was designed in regard to student's age because it pointed out some advice that usually mothers provide. The learners in this occasion felt connected with the tale and its meaningful message.

Likewise, Scheiner (2009) recommended promoting emotional responses to be successful when teaching a foreign language to adolescents. Also, the knowledge level of the students was considered when using this audio aid because the vocabulary was simple and some new words founded were explained opportunely by the teacher.



### *Realia*

This supplementary material was used during the first observed class. The topic to be discussed was *Traditional dresses* and its objective was: to improve reading and writing skills. On this time, in order for students could understand the meaning of the words, the teacher pointed out the clothes students were wearing such as: pants, sweater, shoes, skirt, and so on. This procedure was pertinent because the students could grasp the meaning or equivalents of the words in their mother tongue.

Also, in regards to student's age and knowledge level, this material was appropriate. Students paid attention to the teacher explanation which plus the real objects used made the target vocabulary easy to associate and remember.

To conclude with this descriptive analysis, it will be analyzed if learning styles were considered during the teaching process. When the teacher was questioned about whether or not he take into consideration the students' learning styles, he answered that he is aware of this aspect, its importance but actually learners' styles are not included in his teaching praxis.

Considering what some authors such as LeFever (2004) & McCarthy (2002) have stated about learning styles, it could be said that the white board was better fine-tuned with analytic and dynamic learners. Thus, when the teacher wrote on the board and the students reflected about the information and structure, the

students who benefited the most were the ones who have an analytic learning style. On other hand, the students who benefited the least were those whose learning styles are common sense and imaginative.

Also, the tale presented as supplementary material was most effective with learners whose learning style is analytic or common sense. On the contrary dynamic learners and imaginative ones were benefited less from the use of this audio aid.

Finally, when the teacher used realia to support his oral explanations it was very helpful and useful because this kind of supplementary material is one of the most available, and applicable aids. According to Dudeney & Hockly (2008) realia does work well with all four learning styles due to the varied ways of manipulation it might have. In addition, this aid is wonderful because it stimulates simultaneously more than one sense.

#### Private High School

During the period of observation in the private high school, several supplementary materials were registered in the English classes. The teacher, who worked with the three target classes, supported them with the help of basic aids like: the well known and common white board and the compact disk. This CD accompanies the book to work with dialogues, tales, and songs. All these supplementary elements assisted the official text book which is mandatory in all the public education institutions in Ecuadorian but is optional in the private sector.

## *8<sup>th</sup> Grade*

### *White board*

This supplementary material helped the teacher throughout her lessons. In order to teach, she used the white board during some of the well defined stages of her classes such as warming up, knowledge construction, and production. The following paragraphs, will detail the way the white board was used in each class considering its pertinence and appropriateness.

The topic of the first observed class was *People* and its objectives were: to improve listening and speaking skills. For that, the teacher spoke about herself in third person and asked her students about what she does?

Then, she wrote the answer on the board. She also used colored markers to highlight the indefinite article in her example: *Gladys is an English teacher*. The teacher provided a brief description of another person; she used in the rests of phases an infinite verb plus *to be* verb. It was pertinent to use the white board because the information provided was in connection with the topic of the class and its objective. In addition, the teacher could catch the students' attention throughout the activity.

According to Bumpass (1963), the teacher must do something very attractive with visual aids in order to take advantage of these aids and engage students. The teacher achieved the objective of using this visual supplementary material.

Considering the students' age and knowledge level, the teacher used this material appropriately. It was because she used a simple lexicon. Her students also were very affectionate with her and they wanted answer the questions about her. The teacher had a good sense to find examples that students really like.

In addition, the relationship between tutor and the learners was warm. The teacher was close to her students. Scheiner (2009) states that when working with adolescents, the most expanded strategy is to turn the information into something meaningful and to make that this inspires an emotional response in the young learners.

In the second observed class, whose topic was *Physical description*, the objectives were: to develop writing. First, as a warming-up activity, the teacher used the white board to guide a hangman game.

The key word of the game was the adjective *handsome*. After the students complete the game and found the right word, the teacher asked students for a similar word. A student answered *pretty* and the teacher wrote this word on the board too. Subsequently, she explained the use of these two words in regard to the sex. She accompanied the written words with a cute boy and girl next to each adjective. The way in which the teacher used the white board was appropriate and it has connection with the topic of the class.

Additionally, the way as the white board was used was appropriate because the teacher could involve to all her students in

the warming up activity. The teacher achieved to impact the sight sense of the learners throughout drawings and the hangman game. The student's age and knowledge level was definitively taken in consideration when the teacher used the white board.

The third observed class was about *Some famous people* and its objective was reading to take notes and complete tables. On this occasion, the teacher used the white board to write the unknown words found in the excerpt.

For instance, she wrote opposites like tall  $\neq$  short. Additionally, at the end of class, the teacher wrote the homework on the white board for the next class. It consisted of bringing some personal information about his/her favorite person. It was pertinent to use the board in the way the teacher did because she really took advantage to the visual material to accomplish the objective of the lesson.

Moreover, the way in which the white board was used by the teacher was according to some authors suggest. Spratt, Pulverness & Williams (2008) said that using opposites is a recommended strategy to teach new words and their meanings. These authors also stated that the white board could be used to post homework for the following class. So there will not be excuses to hand in the task.

Considering the age and knowledge level of the students it could be said that when the teacher used the white board she considered these two characteristics. The information used by the teacher was modern. The examples written on the white board were about famous

young people that students admire. Students knew a lot about the famous people they were talking.

During the fourth observed class, which topic was *My favorite person* the objectives were: to develop speaking skills, describe a person and give information about him/her. Similarly, the white board was used to write the answers to the questions about students' favorite people.

The questions were taken from the student's book. It was pertinent the way in which the teacher used the white board. The author Bumpass (2003) suggests using the white board to provide patterns to be drilled. According to this suggestion, the teacher used the white board to provide visual patterns to be follow.

In addition, the white board was used appropriately because the information showed was according to the students' age and knowledge level. The students provided information about their favorite people. Most of the people chosen for the students were famous singers, and they knew a lot of them. Consequently, students used the target language to talk about their favorite person so much they could.

In addition, in the fifth observed class the topic to be discussed was *My friend* and the objectives were: reading for specific information. On this occasion, the teacher used the white board to write an example that consisted in a pattern of description of a friend.

It was pertinent to use the white board because students could see the written form of some adjectives to describe a friend in order to reproduce it later in their own descriptions. In this sense, the use of the white board was according to the topic of the class and it contributed to reach the objective of the class.

During this class, the student's age and knowledge level was considered. The teacher wrote on the white board the information provided by the students. Students provided a lot of information related to their close friends. In addition, students were engaged during this class.

Furthermore, the teacher took into consideration her handwriting. Every word was legible, the letters size was big enough, and the paragraph was well placed on the available space. These are some recommendations by Scheiner (2009) when using the write board as a visual aid into the classroom.

In general, during the observation period, the use of this material was adequate. The teacher did take advantage of this, and students were engaged in the classes. Also, the material was used in an assertive way to converge with student's knowledge level and age because students felt comfortable and encouraged talking about the topics proposed by the teacher.

Moreover, it is proper to recognize some good characteristics of the white board. For instance, its size was appropriate, its surface was clean, and it was well placed in the classroom. Likewise, every

time the teacher wrote on it she used attractive strategies to create different effects on emphasized points. These strategies were to use: different font sizes, words written with a different colored markers, neat handwriting, etc.

### *Stories*

During the observation period, the teacher used stories two times. The stories were in the Compact Disk which is a complement of the students' textbook. The topic of the first observed class was *People* and its objectives were: to improve listening and speaking skills.

During the class, the teacher reproduced a story in which three famous people were described. The content of the story was pertinent and students found it interesting. Using this audio supplementary material the objective of the lesson was achieved.

In addition, the teacher used this story complementing it with some written activities proposed in the students' textbook. According to Gonzalez (2003) supplementary materials such as audio ones should pretend to create ludic activities. The teacher throughout this tale and the attached activities engaged her students.

Additionally, this story was according to the student's age and knowledge level. Almost all the students have heard something about the three famous people mentioned in the story. The content of the story was attractive to the students. They wanted to know more about the people described. Throughout the use of this audio



material the teacher made of the the class a successfully learning process.

During, the third observed class the topic was *Some Famous People* and its objective was to improve reading to take notes and complete tables. On this occasion, the teacher also reproduced a story from the compact disk.

It was pertinent to present this story about three famous people well known by the students. The story had connection with the topic and objective of the class. This supplementary material also was very related to the tasks to complete in the student's textbook.

Also, it could be said that the stories were appropriate to the student's age and knowledge level. They were engaged with the activities in the class. They found something new to learn but, at the same time, they felt they were able to accomplish the tasks because their basic language competences were well built.

Likewise, it was appropriate the way in which the teacher used this audio supplementary material. She took the information from the story as a basis and she encouraged her students to talk about their favorite famous person. Scheiner (2009) recommended that the content taught should have an emotional charge in order to be meaningful for the learners, especially for adolescents.

Similarly, another author, Burke (1999) recommends being multimodal and using multimedia. He stated that it helps all of the

students and he suggest whenever possible, let students hear it, talk about it, and see it.

In addition, it is important to let you know that the CD player and the CD used to present the stories were in good condition. Thus, the sound was clear and loud. Furthermore, the CD player was provided by the institution and there was one device in each classroom permanently.

### *Realia*

During the observation period, realia was used two times. The teacher used this supplementary material during the second and third class. The way how the teacher used realia was showing her students physical characteristics such styles of hair, color of eyes, etc.

During the second observed class, the topic was *Physical descriptions*. The objective of this class was: to develop writing skills using adjectives to describe appearance. The teacher took six students to the front of the class and established differences about their appearances. The teacher highlighted the specific characteristics of their hair, eyes, high, and so on. This procedure was pertinent according to the topic and objectives of the class.

Also, the teacher managed this activity appropriately. The way how realia was used was according to the age and knowledge level of the students. If it is taking into account what Eitington (2002) stated about real demonstrations. This author claimed that showing

students real characteristics and procedures rather than simply telling brings to life some information. In this class, the teacher showed the real meaning of some adjectives like short, tall, black eyed, curly hair, and so on while demonstrating authentic examples.

The third observed class was about *Some famous people* and its objective were reading to take notes and complete tables. In this time, like in the second class, the teacher showed different adjectives of appearance pointing to some students. This procedure was pertinent because the teacher took advantage of using realia according to the topic and objective of the class.

In addition, using this aid the teacher could teach successfully what was aimed. Also, the student's knowledge level was taken into account while using realia as well as their age. The teacher just showed characteristics of appearance that students do not know.

According to Dudeney and Hockly (2008) the teacher must pay attention specially while using realia with adolescents and adults. He / she should avoid making students feel that they are being treated childishly.

To conclude with the analysis about the use of supplementary materials in the 8<sup>th</sup> private class, it will be questioned if the materials used considered the different student's learning styles. In order to obtain information it was applied a survey to the teacher. This educator teaches in the 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades in the private high

school. For this reason just one survey was applied to the teacher of the private institution.

In the survey completed by the teacher, she was asked whether or not she considers learning styles when planning her classes and supplementary material. She answered by saying she is aware of the learning styles and their importance. However, she manifested that honestly she does not prepare her classes considering learning styles. She also considers that if she cared about learning styles her classes would be better and more successful.

Additionally, taking into account the way in which the teacher used the supplementary materials she helped students with all the learning styles. For instance, when she used the white board, it helped students with an analytic and common sense learning style.

Considering the stories used, it could be said that the students who benefited the most were those who have a common sense or an analytic learning style, the other two learning styles such dynamics or imaginative found this material less beneficial.

To conclude with the analysis about learning styles it will be analyzed the way in which realia worked. It is important to mention that this kind of supplementary material is a well-matched with the four learning styles.

For instance, when the teacher selected dynamic learners during her demonstrations they benefited from using this supplementary

aid. Similarly, the analytic and common sense learners found this supplementary material assertive, too.

The pupils who benefited less from the use of realia were imaginative learners. In any case, it is said that there is not a pure learning style; all of us have a mixture of the four styles. This is the reason our learning preference is as unique as we are. LeFever (2004).

### *9<sup>th</sup> Grade*

#### *White board*

The topic of the first observed class was *The Environment* and its objectives were: to learn vocabulary, improve reading for details reading to complete information. During the class, the teacher used the white board a few times.

For instance, she wrote the sentences with gaps to be filled from an excerpt and then she asked some students to find the right answers and to complete the activities on the board. The rest of the students had to complete the same activities in their books.

Using the white board was pertinent according to the topic of the class. Also it helped to achieve the objective of the class. In addition, throughout the use of the white board some students to participate actively. According to Harmer (2008) the adolescents' understanding comes not only from explanation, but also from what they see and hear and, crucially have a chance to touch and interact with.

Considering the appropriateness of the way how the teacher used the white board, it could be said that was appropriate to the students. The learner's age and knowledge level was according to the information presented on the white board. The students participated actively and interacted with the visual aid. The students who participated had more likelihood to understand the content of the class than the students who only copied the answers from the board.

In the second observed class, whose topic was *Tropical Forests*, the objectives were: to develop speaking skills. In this occasion, the teacher used the white board to write down words that were pronounced incorrectly by the students. Following this activity, the teacher provided students feedback. It was pertinent to use the board in this way because it helped to reach the objective of the class. The use of the white board helped the learners to see the corrected words.

According to Burke (1999), teachers should provide immediate feedback whenever possible to help the students measure their progress. During this class the teacher used the white board in order to correct some pronunciation mistakes. Also, the teacher used this supplementary aid with appropriateness because her handwriting was clear and legible. When she listed the words, she distributed the available space on the board surface.

During the third observed class the topic was *Trees are important*, and its objectives were to develop reading skills, read for general idea, and read for details. On this occasion, the teacher used

the white board to jot down students' ideas about a picture that was in their books.

The teacher wrote a brainstorm on the white board. It was pertinent to use the board in this way because the teacher could show the ideas of every student who participated. Therefore, the white board helped to achieve the objective of the class.

In addition, the teacher used the white board as a visual material appropriately. She wrote on the board the student's ideas well distributed in the whole surface. She also wrote in different layouts. Eitington (2002) recommends brainstorming as a useful technique to get ideas of the participants and to write them on a white board or a flirt chart for further discussion.

Also, during the fourth observed class the topic was Trees in Fazendinha. The objectives for this lesson were to develop speaking skills and to practice questions in the simple present tense.

On this occasion, the teacher used the white board to write an affirmative sentence. After, she changed the sentence to a yes/no question, then she change the sentence again to a wh-question. This procedure using the white board was pertinent. According to Gonzalez (2003), the white board should be used to show a target pattern or a grammatical structure to be followed. In this sense, the students could understand the teacher explanations throughout the visual stimulus.

Also, analyzing the appropriateness of the use of the white board, it could be said that the teacher used this visual supplementary material in an appropriate way. The teacher highlighted *the auxiliary verbs* or *to be verb* using colored markers and big-sized letters. The author before mentioned also recommends to take into consideration these strategies to catch the student's attention and to ensure they are receiving the right information.

In addition, in the fifth observed class the topic to be discussed was *Plant a tree*. The objective was: to improve listening and speaking skills. Similarly to the second class, the white board was used pertinently at the class ending to provide feedback for student's pronunciation mistakes.

Considering how appropriate this material was used, it could be said that it was assertive. The teacher took advantage of this visual aid, and in all of her praxis she converged with student's knowledge level and age. Additionally, the teacher listed the words mispronounced using the white board space well distributed. The teacher's handwriting was clear, and every student could read what she wrote.

Moreover, it is important to emphasize that the white board has good characteristics like an appropriate size; the illumination of the classroom was adequate to avoid the annoying reflection of light that usually appears on the white board.



### *Dialogues*

In the fifth observed class the topic to be discussed was *Plant a tree*. The objective was: to improve listening and speaking skills. In this occasion the teacher played a dialogue between two people. In this dialogue, one person gave directions another. The content of the dialogue was pertinent and helped the students to reach the objectives of the class. Furthermore, students showed interest in the material presented.

The dialogue was appropriate considering the student's knowledge level and their ages, because it has a simple lexical and concrete easily instructions. The teacher emphasized pronunciation, rhythm and intonation of some new words and expressions. Some authors such as Ediger, Venkata & Bhaskara (2003) state that dialogues provide to students a stock of useful expressions, and help them to create new utterances. Also, how the teacher used this dialogue to teach English was right because it took into account what the authors claim. As a result, the dialogue accomplished its role and aim during the class.

In addition, in regard to the quality of the audio supplementary material used, it is convenient to mention that the CD player and the CD both had a high quality. Therefore, the sound of the audio presentations was clear and loud.

To conclude with the analysis of this grade, it will be considered if learning styles were taking into account when using the different

kinds of supplementary materials. McCarthy (2002) pointed out that learners are flexible and they usually finish adapting to the instructor's teaching style. However, students could take more advantage if their learning preference was exploited. Therefore, considering this group of learners has been working with the same teacher from the 8<sup>th</sup> grade, students and teacher might have converged in teaching/learning preferences.

According to the observations completed and in regard to how the white board was used, it could be said that this aid helped students with all of the four learning styles, so every student grasped the information according to his/her own learning preference.

The main factor to achieve this broad covering was the different stages of the classes, where the performances were an alternation between the teacher and the students. In addition, the teacher used her teaching style when conducting the class and guiding the different activities. In this way, students were active participators and they were allowed to process and apply immediately what was taught.

Also, when the teacher used audio materials, the learners who benefited the most were those who have a common sense or an analytic learning style, the other two learning styles such as dynamics and imaginative benefited less.

## 10<sup>th</sup> Grade

### *White board*

The topic of the first observed class was *Sports* and its objectives were: to improve writing skills and reinforce the use of gerund with activities. During the class development, the teacher used the white board to write about a student's favorite weekend activities. She emphasized key words with a different colored markers, and big letters in the *-ing* endings. The different colors and letters size let students to understand the use of the *gerund* when talking about sports. The teacher used this visual material with pertinence and appropriateness.

The teacher throughout the use of this visual aid caught the students' attention. The examples were provided by the student's so they were more interested in the class. Also, the teacher used the previous student's knowledge and their preferred activities. So, the class was well matched with the students' age and knowledge level. At the same time, students showed an emotional response to the topic discussed. Involving emotional reactions is a good practice when teaching a foreign language to adolescents.

In the second observed class, the topic was *Eating Out*, the objectives were: To develop listening and writing skills, and to speak about favorite food. On this occasion, the teacher used the white board at class beginning to brainstorm the favorite student's dishes, especially fast food. It was very pertinent when the teacher gave the

markers to her students, so almost everybody had the chance to participate. Authors such Gonzalez (2003) supports this procedure claiming that supplementary materials, whatever kind, must be used to encourage students to participate actively in class.

The third observed topic class was *A Song*, and its objective was to develop listening for details micro-skill. On this occasion, the teacher used the white board only to write the name of the song which was *because of you* then, she explained what it means. It was pertinent to let students know the name of the song in a written form. So, learners were aware of what they were going to learn about.

According to Bumpass (1963), teachers can find support on this visual aid arranging it and correlating with the audio forms being presented in order to intensify learner's experiences. Thus, the teacher found support in this supplementary material in spite of the fact their main material was a song.

In addition, during the fourth observed class, whose topic was *free time activities* the objectives were: to improve listening skills and to practice using the periphrastic future. On this occasion, the white board was used by the teacher to write examples of the *be going to* conjugation. Next, some students used the white board to write some sentences with the aimed structure. It was pertinent to use the white board to carry out drill exercises. Gonzales (2003) considers visual materials play a vital role such as to be an auxiliary help to the

teacher in his intensive class drills. In addition, by using the white board the teacher promoted the student's active participation.

Also, the examples the teacher wrote at the beginning were clear, attractive, and students' level of knowledge was considered. Similarly, the age of the learners was taken into consideration, too.

According to Bumpass (1963), the teacher must always bear in mind that his task is that of teaching the language itself, and not of giving explanations about the language. He also points out that young learners must "perform" in the language until they have learned on their level of development. Considering this information it is a concern that the teacher taught by letting her students learn *by doing*.

During the fifth and last observed class of this research the topic was *Grammar revision* and the objective was: to evaluate the students' knowledge about the unit N° 8. The teacher used the white board to check the student's answers to the activities from the book to evaluate the mentioned unit.

Indeed, during the evaluation the whole learners group participated actively. All the participants were engaged in checking their knowledge. The students wanted to write their answer on the white board in order to be judged. Vella (2002) stated that the environment for learning has to be created by the teacher, making sure all the participants feel satisfied during the learning process. In

this way, one more time the teacher created a pleasant environment for learning.

Considering that the teacher was the same for the three target classes in the private educational institution of this research, the use of the materials share many common aspects. In regard to the appropriateness of this material, the use of the white board was assertive. The teacher took advantage of this visual aid, and in all her praxis she converged with student's knowledge level and age.

Furthermore, it is important to emphasize that the white board has good characteristics of quality like an appropriate size and a tidy surface. Also, all the windows were covered in order to avoid the light that usually affects the vision and limits the wanted attention on the information written on the white board.

### *Songs*

The third observed topic class was *A Song*, and its objective was to develop listening for details micro-skill. In this time, the teacher used the complementary CD to reproduce a song called *Because of you*. The students had the lyrics in the book and some tasks to complete.

Also, students found this material useful and adequate because by means of it they were able to learn the right pronunciation of words. They learned some expressions and idioms too. The song was well-turned with the student's age and knowledge level. According to Bumpass (1963) teachers should bear in mind that a person do not

“hear” a sound non-existent in his native language, but these sound may be taught to hear it by learning how to hear it correctly. This author also recommends to the teacher to work out a step-by-step procedure for presenting these difficult and often dissimilar sounds.

### *Stories*

In the second observed class, whose topic was *Eating Out*, the objectives were: to develop listening and writing skills, and to speak about favorite food. On this occasion, the teacher played a track from the complementary CD. The story that students listened to was about the origins of three common fast foods.

Also, students were very interested in this activity because the elements discussed were junk food which most of them usually consume. Thus learners were engaged because the story was well matched with their ages and knowledge level. The story was pertinent and appropriate for the class.

The students were not only involved in linguistic aspects but in culturally too. Bumpass (1963) strongly recommends that teachers must base his materials and procedures on sound linguistic and psychological foundations if he is to succeed in making the foreign language experience a vital and dynamic one. The author highlight that teachers must present related experiences that in another culture could happen. He mentions that the role of English teachers includes helping the learners widen their horizons both linguistically and culturally.

In addition, during the fourth observed class which topic was *free time activities*, the objectives were: to improve listening skills and to practice using the periphrastic future. On this time, the teacher also used the CD from the book to play a story. The material presented was a short story about some friend's plans for the weekend. The story was so pertinent to discuss the topic of the class that some students identified themselves with the content and even with the characters.

Considering the students' knowledge level and their ages, it was an appropriate supplementary material because the activities mentioned included those ones young people like to do. Bumpass (1963) stated that the teacher should keep in mind that language is a phenomenon of sound. Thus, throughout the use of audio materials, as the story used by the teacher, she could help students to practice their listening skill. Additionally, the before mentioned author claimed that students' ears have not been turned to hear the sounds that are non-existent in his native language. For this reason aiding young learners to develop aural mastery of the English was an excellent activity performed by the teacher.

Next, considering the different learning styles, it will be analyzed how the use of the supplementary materials works with them. In this way, through the observations done and in regard to the process the teacher applied, it could be stated the following:



First, using the white board really helped students of different learning styles, so every student grasps the information according to their learning preferences. This result is due to the different ways the teacher use the white board. Analytic and common sense learner were the most fine-tuned when using this aid. Even, the dynamic learners were benefited of the use of the white board, because many learners were involved in kinesthetic activities when moving to write on the white board.

However, the learners who maybe could find this material bored and less attractive were the imaginative ones. Anyway, almost all the students understood the target knowledge during the English classes.

The main factor to achieve this broad covering was the different stages of the classes, where the performances were an alternation between the teacher and the students; there were clear roles too. Also, students were active participators and they were allowed to process and apply immediately that was taught.

Second, considering the use of the song as supplementary material, it could be concluded that all kind of learners were benefit from the use of this aid. Indeed, this material was really motivator for the students because they all like alternative music.

At last, analyzing the use of the stories, it could be said that the four learning styles do well with this aid. Considering how it was presented and the activities to be completed it was determined that

all the students were engaged, and apparently all of them acquired the target linguistic competences.

To conclude, Woolfolk (2007) stated that the teacher can do a lot by helping students to think about how they learn and developing thoughtful self-monitoring and self-awareness. The author also claims that sometimes, students particularly those who have difficulty, prefer what is easy and comfortable, real learning can be hard and uncomfortable. This affirmation is a real fact in our country.

### ***Comparative Analysis***

During the observation period in the public and private high schools, it was possible to realize that teachers of both high schools are aware of the importance of using supplementary materials to fulfill the objectives of their classes. In spite of this, according to the observations completed, the materials used in both high schools were always limited to the white board and the compact disk that contains stories, tales, songs, and dialogues. In this way, teachers did not prepare any extra educative tools.

Everybody knows that the white board is a visual aid that almost every classroom has, and for that reason every teacher of every subject uses it. For this reason, the students did find it neither attractive nor interesting.

If teachers want to turn English classes into something more attractive, different, motivating and likable, they have to break the traditional teaching ways and to be more creative. The white board is a useful and practical tool, but it is not an educational panacea. As a conclusion, more educational tools could be used in connection with the white board.

Furthermore, teachers must be conscious that learners spend almost six to seven hours per day looking at the white board. As a result, this material is not an attractive one. So, students consider the white board one more elemental tool such as their notebooks, pencils, pens, etc.

Also, the compact disk attached to the book that both high schools used is a useful resource. In fact, it is a well designed tool that prompts a great deal of pertinent and appropriate activities. This kind of aid also considers the four learning styles. Some students found this material interesting and attractive others become frustrated using it since they found it difficult to understand the spoken information. However, this supplementary material unlike the white board is not changeable. Thus, the teachers cannot add freely their own activities.

During the observations, it was noted that the public high school had 3 CD players to be shared among 5 English teachers. In contrast, the private high school had one device for every classroom.

Additionally, the teaching procedure applied in both high schools was different. The classes in the public high school lacked structure and techniques. The teachers had the ability to speak English and to follow the book activities, but they needed strategies to transfer knowledge successfully.

On the contrary, private high school classes were well structured. The teacher gave students enough time to produce the language. She also provided feedback properly and she took advantage of every activity in the book. In my opinion, I am strongly convinced that the teachers' background made the difference.

In contrast, no one of the three teachers who worked in the public high school was an English teacher. Two of them were tourism

engineers and the other studied electronics for some time but he did not finish. On the other hand, the teacher who works in the private high school and teaches in the 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades had a Bachelor degree in teaching English as a foreign language.

As a result, the private high school classes seem to be more successful than the public high school ones. Despite this fact, there is not a significant difference in the frequency of supplementary materials used. In my opinion, what indeed makes the difference is not the material on its own but how it is used.

Moreover, in consideration to students' characteristics, a significant difference could be noticed: the students' behavior. In particular, students' attitude of the public high school was marked by lack of interest and motivation, scanty cooperation, minimal self-confidence, and even disrespect for one another. In fact, there was noise during the whole class.

However, it is pertinent to clarify that not all the students acted in this way, but the majority did. On the contrary, the behavior of the students who attended in the private high school was different. The students were motivated and every student participated actively in classes. They were quiet and politely took turns to speak. In fact, the learning environment was pleasant.

According to Harmer (2008) pointed out some aspects that are involved in students' motivation. For example, the society we live in, the people around us, our background and social status, etc.

Considering these aspects, it is possible to justify the behavioral difference between the students of the public and private high schools.

The public high school is located in a small city in the Amazon region. The students of the public institution come from different cities in the country, therefore their background and culture is a little different. In contrast, the private high school is located in a bigger city in the Highlands. Almost all the students of the private high school come from the same city and they share many cultural aspects and the same religion.

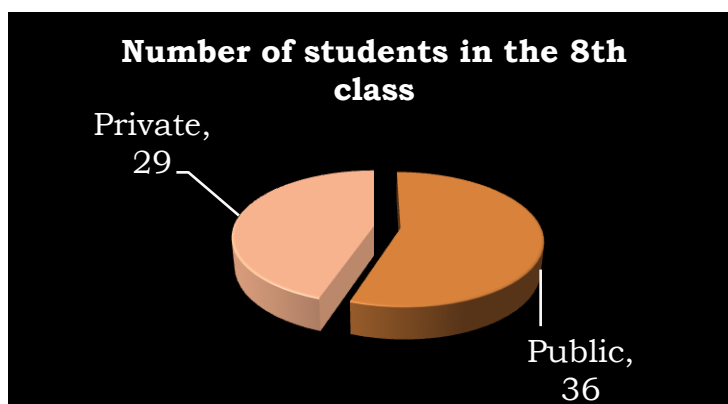
Next, a grade by grade contrastive analysis will be presented. It will consider aspects like: class size, students' characteristics, frequency and variety of the materials used.

Public 8<sup>th</sup> vs. private 8<sup>th</sup>.

First, considering the class size, there is a compelling difference between the amounts of students in each class. This factor influences the covering teacher assistance and behavior management. Some authors such as Lightbowl & Spada (2008) stated that large classes are considered as a problem, and it is certainly true. Large classes present challenges that smaller classes do not. For instance, giving students personal attention, getting students interact with each other, making organization smooth and effective.

According to this investigation, in the public grade there were 36 students, while in the private class there were only 29. The

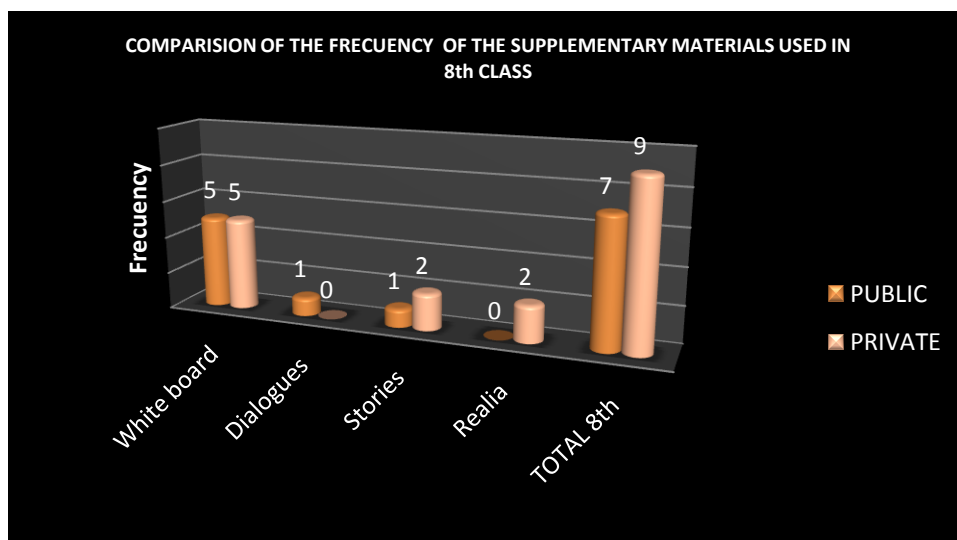
following statistic graph displays the difference of the number of students in the observed high schools.



**Author:** Rosa A. Rivadeneira

Second, analyzing the frequency of the use of supplementary materials, it is notable that there is no a significant difference. In the public high school, the supplementary material was used 7 times, while in the private high school supplementary material was used 9 times.

Next, in the statistic graph it could be noted that visual and audio materials were used with the same frequency. However, the teacher of the private high school used realia two times. This is the reason why the frequency of the use of supplementary materials varies. Nonetheless, the teacher of the private high school did not prepare this material previously, rather she used realia spontaneously according to the needs of the moment.

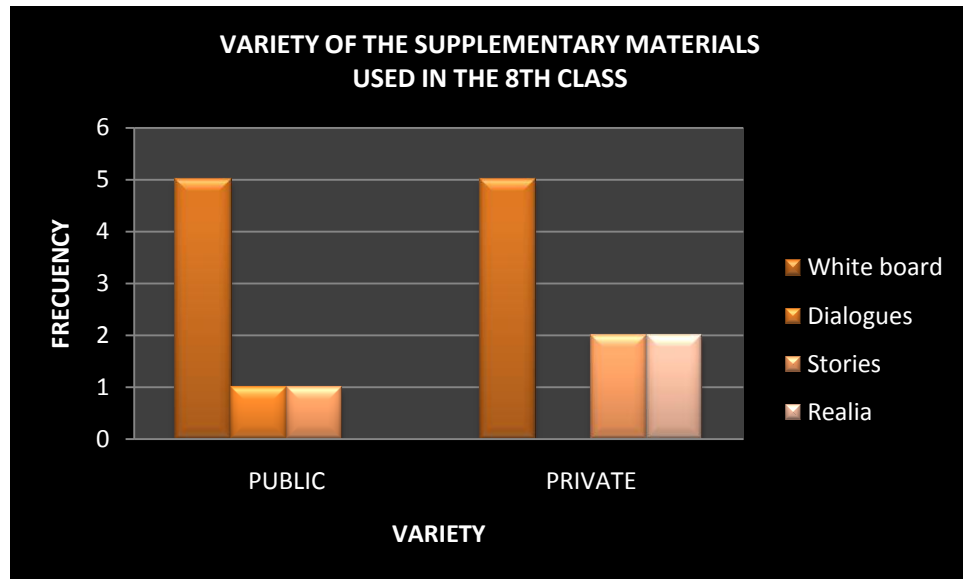


**Author:** Rosa A. Rivadeneira

Nevertheless, when the teachers were asked to fill a survey, their answers about the frequency of using supplementary material were a little different. The teacher from the public high school considered supplementary material to have 90% importance in the class. In contrast, the teacher from the private high school said she considered using supplementary material to have 50% importance in her classes.

Third, analyzing the variety of the supplementary materials used, it could be noted that the public and private high schools both used three different supplementary materials. The public high school used: the white board, dialogues, and stories while the private high school used: the white board, stories, and realia. The following statistic graph illustrates this similar result.





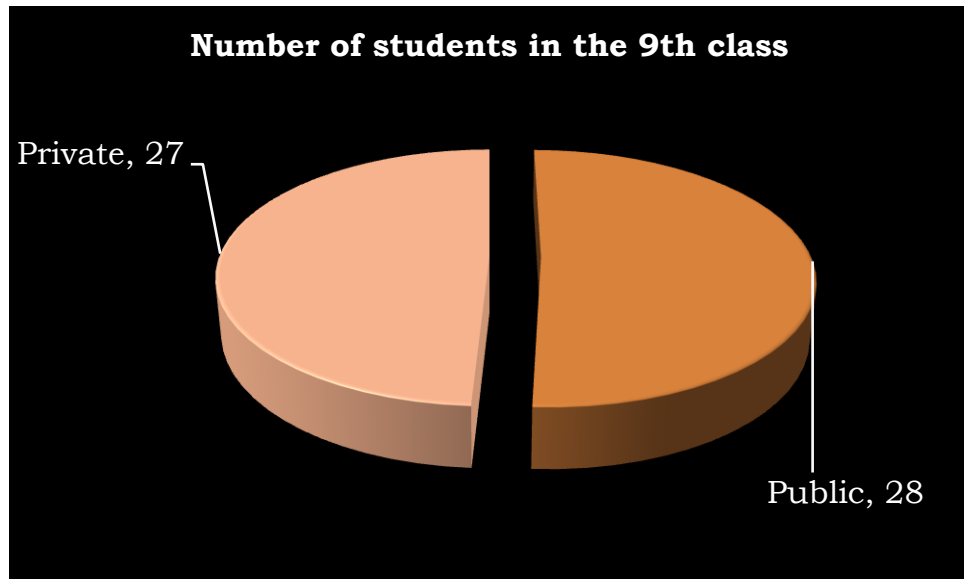
**Author:** Rosa A. Rivadeneira

The supplementary materials used in private and public high schools were: visual, audio and realia. The audio materials chosen by the teachers were different. The teacher of the public high school used a dialogue whereas the teacher of the private high school used stories.

The use of the different audio materials depended of the topic and objective of the class. However, the teachers used the supplementary materials available in the compact disk which complement the student's textbook. In this sense, the teachers did not choose what audio material to use.

*Public 9<sup>th</sup>. vs. Private 9<sup>th</sup>.*

First, considering the class size, the amount of students was similar. In this way, as the statistic graph displays, in the public grade there were 28 students, while in the private class there were 27.



**Author:** Rosa A. Rivadeneira

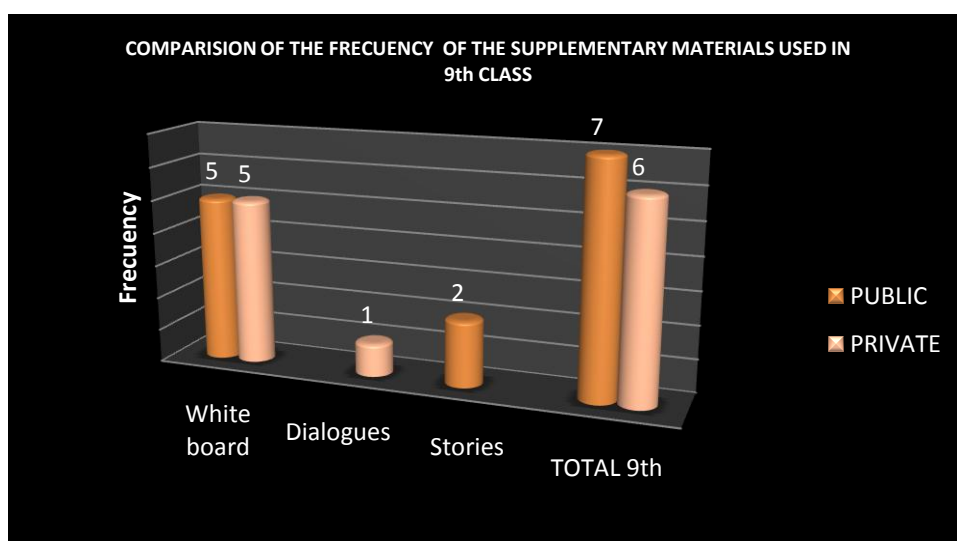
Second, analyzing the frequency of the supplementary materials used by both educational institutions, it is notable that there is not a significant difference. Hence, in the public high school the supplementary material was used 7 times, while in the private high school supplementary material was used 6 times.

The statistic graph about frequency shows that the supplementary materials used were: visual and audio. Visual materials were used with the same frequency, the teachers of the public and private high schools used the white board during all the observed classes.

Additionally, audio materials were used more frequently by the teacher of the public high school. The teacher of the public institution used audio aids only two times whereas the teacher of the private high school used audio materials once.

Hence, the frequency of the use of supplementary materials varied because of the topic of the class. It is well known that the teachers both work with the same textbook. The teachers follow one lesson after another.

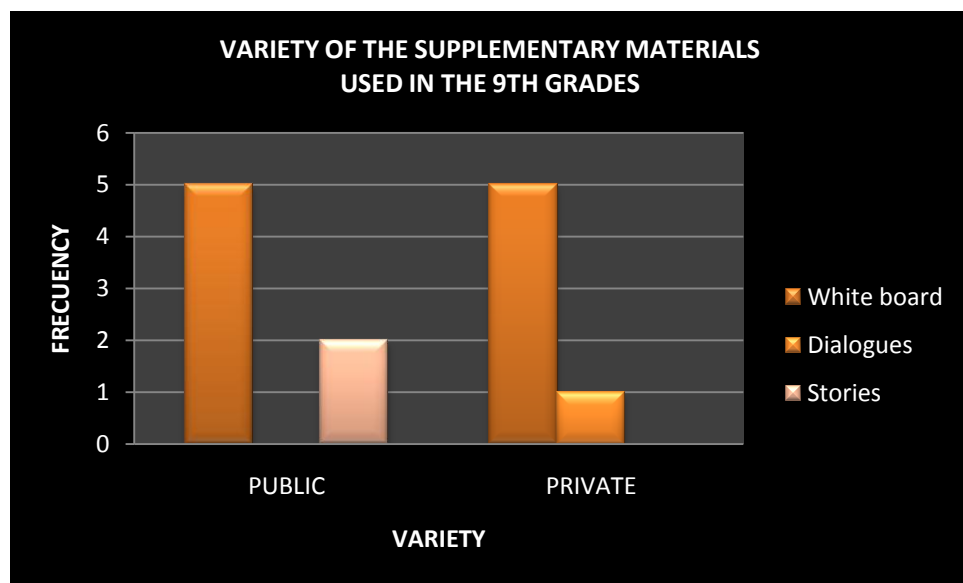
In the case of the public high school the lessons to be discussed were focused in reading and writing skills improvement. On the contrary, in the private high school, the lessons which the tutor had to teach were aimed to improve listening skills. The objectives of the classes determined the material to be used.



**Author:** Rosa A. Rivadeneira

According to the teacher's opinions obtained throughout a survey, they consider using supplementary materials really matters in the English classes. The teacher from the public high school believes supplementary material has a 90% importance. On the contrary, the teacher from the private institution thinks that supplementary material has a 50% importance.

Third, analyzing the variety of the supplementary materials used, it could be noted that the public high school used 2 kinds of supplementary materials like the private high school did. The observed public and private high schools used visual and audio supplementary materials. The following statistic graph illustrates the equality of variation of the supplementary materials used.



**Author:** Rosa A. Rivadeneira

The visual material used by the teacher of the public and private institutions was the white board. The audio materials chosen by the teachers were different. The teacher of the public high school used a story whereas the teacher of the private high school used dialogue.

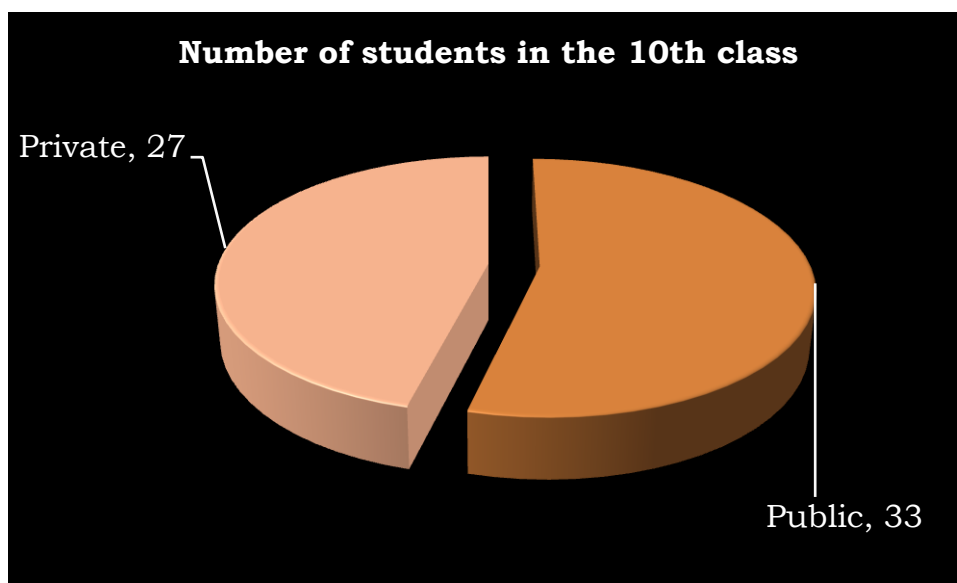
The reason for this variation using audio materials depended of the topic and objective of the class. The teachers used these two audio aids from the compact disk which complement the student's textbook. As a conclusion, the teachers did not really choose what

audio material to use; they are tied up to the didactic material of the curriculum.

*Public 10<sup>th</sup>. vs. Private 10<sup>th</sup>.*

First, considering the class size, there was a little difference between the number of students in each class. According to Smith, (2007), students in large classes are provided with fewer opportunities to gauge their understanding.

In the public class there were more students than in the private one. In the public grade there were 33 students, while in the private class there were only 27. Next, this difference is represent in a statistic graph.



**Author:** Rosa A. Rivadeneira

Second, analyzing the frequency of the supplementary materials used by the observed teachers, it is notable that there is no a meaningful difference. Hence, in the public high school the

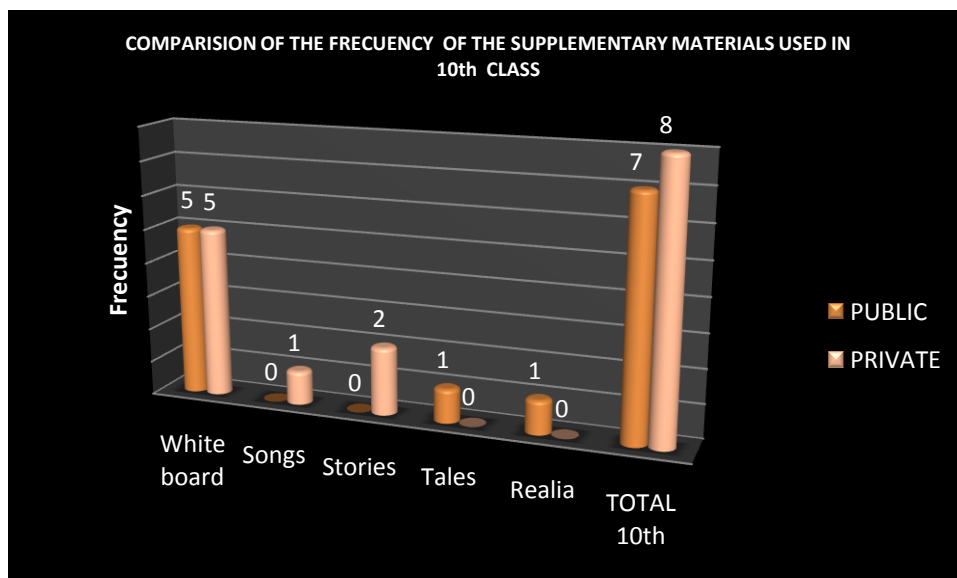
supplementary material was used 7 times, while in the private high school supplementary material was used 8 times.

The statistic graph about frequency shows that the supplementary materials used were: visual and audio. Visual materials were used with the same frequency, the teachers of the public and private high schools used the white board during all the five observed classes.

Additionally, audio materials were used more frequently by the teacher of the private high school. The teacher of the private institution used audio aids three times whereas the teacher of the public high school used audio materials once.

Moreover, the teacher of the public high school used realia one time. In contrast, the teacher of the private high school did not use realia as supplementary material during the observation period in the 10<sup>th</sup> class.

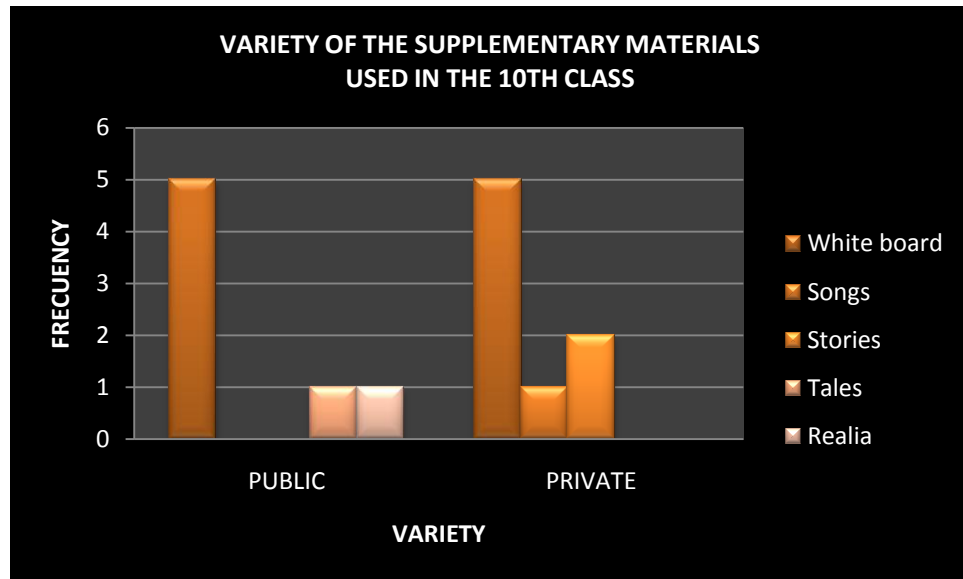
In conclusion, the teacher of the private high school used supplementary materials more frequently. It was because in the public high school the lessons to be discussed were focused in reading and writing skills improvement whereas in the private high school, the lessons were aimed to improve listening skills.



**Author:** Rosa A. Rivadeneira

The observed teachers completed the survey and opined about the importance of use of supplementary materials. The teacher who works in the public institution said using supplementary materials have a 90% importance. Contrary, the teacher of the private high school said that using supplementary materials is very important, but it is not all. She considers that supplementary materials have a 50% importance.

To conclude, the variety of the supplementary materials used will be analyzed. It could be noted that the teacher of the public high school used 3 kinds of supplementary materials (visual, audio, and realia) whereas the teacher of the private high school used 3 kinds (visual and audio).



**Author:** Rosa A. Rivadeneira

The visual material used by the teacher of the public and private institutions was the white board. The audio materials teachers used in their classes were different. The teacher of the public high school used a story and a tale whereas the teacher of the private high school worked with a song, and two stories. In addition, the teacher of the public high school used some real objects as realia material whereas the teacher of the private high school did not.

The reason for this variation using audio, and realia materials depended of the topic and objective of the class. The teachers used the audio aids from the compact disk which complement the student's textbook; therefore, the teachers did not really choose what audio material to use.

In addition real objects were used by the teacher of the public high school because of the topic of the class. In the fifth class the topic was traditional dresses; therefore, the teacher took advantage of



the available resources. The teacher showed the clothes students were wearing such as, skirts, pants, blouses, and so on.

## **Conclusions**

The most common supplementary material used in both public and private schools was the white board. This is the most available, practical, easy to use and preferred teachers' material.

There is no a meaningful difference in regard to the frequency of supplementary materials use. The teachers of public high school, during the observation period, used supplementary materials 21 times (52%), while the teacher of private high school used 23 (48%).

Public and private high schools vary the use of supplementary material in their classes. Both educative institutions used five different supplementary materials: white board, dialogues, stories, tales, songs, and realia.

Public and private high schools use supplementary materials pertinently. The materials used were related to the topic and objective of the classes.

In the observed public high school, the supplementary materials were used appropriately 15 times from 21 times teachers used extra aids, (71.4% of the time). On the contrary, in the observed private high school, the supplementary materials were used in an appropriate way 23 times from 23, (100% of the time).

The quality of the materials used in the public high school was acceptable. Then the surface of a white board into a classroom was slightly damaged.

The quality of the materials used in the private high school was optimum. All the supplementary materials used worked well and they did not have any damage neither esthetical nor mechanical.

## **Recommendations**

It is recommended that educational institutions support the English area helping to get different types of supplementary material for example online, audiovisuals, realia. An English laboratory would be an excellent investment.

Teachers would help their students, if they prepared creative aids like flash cards, maps, charts handouts, power point presentations.

The government, through the province departments, should provide training to the English teachers about the use of supplementary materials. Thus, teachers would use materials appropriately.

Public high schools should improve the quality of some elemental materials such as the white board.

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## ANNEXES

Anexxe 1.

### OBSERVATION SHEET

**TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )**

**DATE:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

**TOPIC OF THE LESSON:** \_\_\_\_\_

**OBJECTIVE (S):**

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**SUPPLEMENTARY MATERIAL USED TO TEACH THE LESSON:**

(Check the ones that have been used)

<b>Visual</b>	flash cards	
	power point presentations	
	Maps	
	Pictures	
	Charts	
	Handouts	
	Posters	
	word cards	
	white/black board	
<b>Audio</b>	Songs	
	Dialogues	
	Stories	
	Tales	
<b>Audiovisual</b>	Videos	
	movies	
	Documentaries	
<b>Realia</b>	objects (toys, plants, fruits)	
<b>Online</b>	Websites	



**DESCRIPTION OF THE USED MATERIAL:**

\_\_\_\_\_ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

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Was it used appropriately in the relation to the topic of the class? yes\_\_ no\_\_ Why?

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Was it used appropriately in the relation to the objectives of the class? yes\_\_ no\_\_ Why?

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Was it used appropriately in the relation to the student's age? yes\_\_ no\_\_ Why?

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Was it used appropriately in the relation to the student's level? yes\_\_ no\_\_ Why?

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Was it elaborated and applied creatively and originality? yes\_\_ no\_\_ Why?

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Were students motivated with the presented material? yes\_\_ no\_\_ Why and How?

(For example activities participation, awakes students' interest and curiosity)

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How do you consider the quality of the used material?

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Anexxe 2.

### STUDENT'S SURVEY

**TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )**

**DATE:** \_\_\_\_\_

**CLASS**

**N°** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

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

Anexxe 3.

**TEACHER'S SURVEY**

**TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )**

**DATE:** \_\_\_\_\_

**CLASS**

**N°** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

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

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

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

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What type of supplementary materials do your students prefer?

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

25% 50% 75% 90%

Why?

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