



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

The use of supplementary materials in EFL classes: A comparative analysis of public and private senior high schools, study done in 13 de Mayo high school located in Portovelo canton and San Juan Bosco high school from Zaruma canton during 2011- 2012 school year

Trabajo de fin de titulación.

Autora: Macas Aguilar, Nancy del Carmen

Mención: Inglés

Directora del Trabajo de Investigación: Nesterenko Nina, Mgs.

Centro Universitario Machala

2013

Certification

Magister.

Nesterenko Nina.

DIRECTOR(A) DEL TRABAJO DE FIN DE TITULACIÓN

C E R T I F I C A:

Que el presente trabajo, denominado: "The use of supplementary materials in EFL classes: A comparative analysis of public and private senior high schools" realizado por el profesional en formación: Macas Aguilar Nancy del Carmen; cumple con los requisitos establecidos en las normas generales para la Graduación en la Universidad Técnica Particular de Loja, tanto en el aspecto de forma como de contenido, por lo cual me permito autorizar su presentación para los fines pertinentes.

.....

Loja, junio de 2013

Cesión de derechos

“ Yo Macas Aguilar Nancy del Carmen declaro ser autora del presente trabajo y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales.

Adicionalmente declaro conocer y aceptar la disposición del Art. 67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”

.....

Autora: Macas Aguilar Nancy del Carmen

Cédula: 0703777656

DEDICATION

I dedicate this project to my husband, Edgar, who constantly encourages me. I could never have completed this thesis without his comprehension and constant support. But most of all, I have to thank the Lord who has given me the strength and the ability to do this. He has helped me to accomplish my greatest wish to become a professional, in the teaching field.

CONTENTS

Certification.....	ii
Contrato de cesion de derechos.....	iii
DEDICATION	iv
CONTENTS	v
ABSTRACT	vi
INTRODUCTION	1
METHODOLOGY	5
DISCUSSION	7
Literature Review.....	7
Results.....	25
Description, Analysis and Interpretation of Results.....	39
Conclusions.....	76
Recommendations.....	78
REFERENCES	79
ANNEXES	82

ABSTRACT

The present study focuses the use of supplementary materials in EFL classes: “A comparative analysis of public and private senior high schools,” which purpose is to analyse supporting materials used in EFL classes according to pertinence, appropriateness, and quality.

Therefore, to develop this research, it was necessary to select two senior high schools as a sample to collect information. The first one is a Public senior high school located in Portovelo canton, and the other one is a Private senior high school located in Zaruma canton. A group of 115 students in total from first, second, and third years of the both senior high schools were chosen to observe five classes in each year according to real situations with respect to the use of supplementary materials.

Once identified the sample, the data collected was tabulated using different techniques, instruments and resources. Then, these data was analyzed and compared applying the qualitative and quantitative methods.

Finally, the results showed that in the public senior high school the use of supplementary materials is less frequent than in the private senior high school.

INTRODUCTION

As practitioners of foreign language it is vital to remember that English is the most widespread language in the world and it will be used by more people in the future; English language is even taught to little children in order to prepare them to overcome challenges of the new growing and changing era. For this reason, teaching English as a foreign language is a topic of interest in the pedagogy field. It is seen as a process in which the socio-cultural, bibliographical, and methodological elements play an important role. The socio-cultural element deals with the educational and historical context in which language is taught and learned. The bibliographical component is crucial to achieve success of teaching-learning process through the selection of different resources where teachers find out information to increase their knowledge. Besides, these elements are complemented with methodological part, which is considered the most important because of the variety factors such as the method used and the appropriate resources and techniques that pedagogues apply to make sure their effectiveness in the instructional process.

Therefore, it is important that the English teachers take into consideration the above mentioned factors to make an effective lesson plan for teaching just before imparting knowledge. In other words, the need for new and better class planning requires that teachers look for different types of aids or materials to complement the class and facilitate the students' learning. That is, the appropriate application of materials during the instructional process may greatly help, since these materials will help the teachers to engage students in the world of knowledge in an interesting way, giving a quality teaching and ensuring the students' maximal benefit in the whole teaching-learning process.

In fact, one of the aids is the use supplementary materials, which may be a substantial help to make the class more interesting and motivating. Some examples of those are: visual, audio, audiovisual, realia, and online resources.

Nevertheless, some teachers are not using materials correctly or they are not using them at all. For this reason, this project is focused on the use of supplementary material in EFL classes, the specific objectives of this investigation are to identify and analyze the type of supporting materials used in EFL public and private high schools; to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality; to determine the variety of the supplementary material used in the observed public and private high schools and to identify the most frequently used material in each one of the observed high schools. All these objectives were fulfilled successfully because through the observed classes it was possible to get knowledge about the use of the materials and show results based in real facts. In consequence, the purpose of this research is to find out whether or not teachers use supplementary materials in the classrooms.

Due to the importance of this study, it will benefit pedagogues, students and whoever are trained or involved in the English area, and this study will also serve as a contribution into the educational field. Moreover, it is worth mentioning that in order to deepen this work and obtain scientific information, it was necessary to research previous studies about the topic conducted in other countries which corroborate that the use of supplementary material greatly supported in class during the process of teaching English as a foreign language.

For example, a study conducted by Massey & Lockaby (2001) which objective was to assess the efficiency of visuals materials showed through a

television monitor in the distance education lessons and explore the most adequate color combinations to illustrate information. Thus, the results indicated that the majority of participants liked these materials since these materials were useful in the learning process. Moreover, the preferred color combination for presenting information was violet background/white text. And the most preferred font size was 54.

In the same way, there is a study developed by Elkılıç & Akça (2008) whose objective was to establish student's motivation for learning English language through storytelling. The population were applied a questionnaire with series of questions and proofs which determined that storytelling technique was found to be extrinsically and intrinsically motivating for learning English. Besides, reactions of the participants demonstrated that the application of storytelling in their English proofs were appropriate for students at the level of cognitive, linguistic, social, and emotional development.

Similarly, a study done by Omid (2008) conducted an investigation to find out if using pictures is a more effective than traditional way in teaching vocabulary items to Iranian EFL students. The participants were divided into groups. The two experimental groups received different treatments including teaching vocabulary items through contextualization and pictures. The analysis of this investigation showed that the aid of pictures in teaching vocabulary items to elementary Iranian EFL learners led to a higher level of vocabulary items. Therefore, picture is a good method in teaching vocabulary.

Likewise, Aryadoust & Lashkary (2009) whose purpose was to investigate if the use of aids such as books, flashcards, and video films has positive effects on advanced learners' vocabulary learning. Therefore, the results showed that students

who participated in the process reached higher scores than those who do not receive the intervention. In other words, the use of educational aids made possible those participants received intervention mastered better the vocabulary taught.

Finally, Lin (2010) developed a study to determine the effect of video-based computer assisted language learning and analyzed the differences in vocabulary learning between English learners with high and low English reading and listening proficiency. The participants carried out five practice sessions, five vocabulary follow-up tests, and vocabulary pre- and post-tests. In this research the results demonstrated that the post-tests of these three groups *RHLH* (*High Reading and High Listening English proficiency*), *RHLL* (*High Reading and Low Listening English proficiency*), and *RLLH* (*Low Reading and High Listening English proficiency*) were higher than those of their pre-tests. In other words, video-based facilitated the acquisition of incidental vocabulary in students with different proficiency. Nonetheless the analysis of the results from the small group of participants cannot be generalized to wider population.

METHODOLOGY

The design of this study consists in identifying, analyzing, and comparing different kinds of the supplementary materials that were used in EFL class during the teaching-learning process. Therefore, to develop this research it was necessary to collect information from real situations in order to obtain legitimate data about the use of supplementary materials. Consequently, two educational institutions were chosen as a sample to gather information.

Setting and Participants

The chosen institutions were Public and Private senior high schools. The Public senior high school is located in Portovelo Canton and the Private senior high school is located in Zaruma Canton. The participants of this study ranged in ages from 15 to 17 years old. This group consisted of a total 115 participants, 60 students from public senior high school and 55 from private senior high school.

Procedure

Once information was collected, two methods were used: the qualitative and quantitative methods. In addition, some techniques such as reading, note-taking and surveys were applied. Reading was used to identify and interpret relevant scientific information closely related to the researched theme. Moreover, this information helped to structure Literature Review. Note-taking was used during the process of observation to take notes about the use of materials. Survey was applied to gather data from teachers and students in each one of the five classes observed in first, second, and third years. In other words, they filled out the surveys with their opinions about the application of supplementary materials used in senior high schools.

Besides, some other resources were used; for instance, books and internet which provided relevant information of contents and previous studies as vital

component to build investigation. Certain instruments such as data collection and observation formats and charts were also used. Data collection formats were filled out with bibliographical information about the topic was used. Observation formats were used in classes to list what supplementary materials teachers applied in EFL classes. Charts were used to display the field information of the two senior high schools. For example, Charts one and two show what supplementary materials were used in first, second, and third years in both public and private senior high schools. Charts three, four, five, six, seven and eight indicate whether or not the materials were pertinent and appropriate.

After collecting data, it was necessary to apply qualitative and quantitative methods. The qualitative analysis consisted in the description of each one of the used materials considering pertinence, appropriateness, and quality. Besides, this description helped to determine if teachers used the adequate materials taking into account the students' language level and chronological age.

On the other hand, for the quantitative analysis it was necessary to make a tabulation, to compare the frequency of the materials used among first, second and third years of both public and private senior high schools as it is displayed in charts nine, ten and eleven. Chart twelve was used to show the general results about the application of supplementary materials with relation to frequency among first, second and third years from public and private high schools. And chart thirteen indicates the frequency of the most used materials in public senior high school. Similarly, the chart fourteen also shows information of frequency about the most used materials in private senior high school.

DISCUSSION

Literature Review

The teaching-learning process of the English language is an important component in the pedagogue professional life whose main objective is to look for the best way to reach to students, and, it is attached strongly to some aspects such as the use of supplementary materials. These materials are considered as a help of a great importance for complementing the methods and strategies that teachers use in class because they will help the student's learning and comprehension through the increase of their creativity and development of the language skills. For this reason, it is important that teachers select adequate materials taking into account the different aspects such as: topic of the lesson, level, needs, and interest of students to achieve quality teaching. After considering the advantages of the use of supplementary materials below are going to be discussed some important contents which support to the whole development of this research.

Teaching English as a Foreign Language

It is necessary to know how important and useful the English language is at peoples' life to motivate and enhance the students to learn. For instance, Kitao (1996) argues that English is the most widespread language around the world because many people use it in different situations. And although it is not easy to identify exactly how many English speakers in the world are, it is known that there are more than 350,000,000 native English speakers and more than 400,000,000 speakers of English as a second language. It is not important how many people speak the English language but how they use this language. Some people use it in business, government, communication, internal or international air traffic control, music, travel, news, entertainment and information. For example, eighty percent of

computer data are processed and stored in English language. Much satellite communication is carried in English. More than half of the newspapers are published in English. Even in many countries where English is a minority language, there is at least one newspaper in English. In many countries television news is broadcasted in English. Because of the power of television, demonstrators in every country use signs printed in English for the benefit of the international press. As a result, the teaching English as a foreign language is important because of its extensive use around the world.

Learners' differences among children, adolescents and adults

All people may learn English but the teachers should consider that there are learners' differences. So Derek (2011) states that the person stages in life are crucial in the learning of second language, and it may be seen into three categories. The first category deals with children whose attention span is the shortest; for this, it is essential to continuously vary the exercises in class, they may be through active participation in which students play together, moving their bodies rhythmically, or using statements with diverse vocabulary using drill method. For this reason, it is believed that children learn faster than adults because of their experimental activities.

The second category deals with teenagers who are able to pay more attention for a longer time and are conscious about what is tolerable and intolerable. Therefore, they try to make fewer mistakes, and they are able to adapt their learning style to acquiring knowledge in an abstract and investigational way. The third category refers to adults who already control their behavior in the classroom, sit and concentrate their attention for a longer time which is the reason why older people comprehend conceptual language better.

Likewise Webster, Zachariah, McFaury, & McMullin (2001) consider that adults are independent and they do not need to be controlled to learn; besides, they have an enormous accumulation of experiences that is a beneficial resource for acquiring knowledge and it implies that they learn knowledge best through experiential methods.

Furthermore, Piaget (1970) and other theorists believe that young learners have not completed various phases of cognitive, emotional and physical development, which are apparently completed by the adult learners. Knowles (1970) claims that “teachers have the responsibility to encourage and nurture the movement from dependence to independence;” whereas, Brookfield (1995) argues that “self-directed learning is the process by which adults take control of their learning.” It is expected that while mature learners are more independent or free to decide as integrant part of community, children may learn the abilities they will require for independence in their early period of time by practicing or experiencing part of self-directed learning. Montessori (1955) exposes that when learners are motivated in general learn by themselves, teachers only contribute being a small component in their learning environment. It is established that learning in which the young learners work by acting on objects and relating closely with people, having ideas and performing activities build a better understanding. The young learners also have the opportunity to demonstrate on their actions, their abilities, thereby making the learning experiences more significant. Moreover, during this process children become creators and ask questions about their own learning. In the same way, Rogaff (1990) says that children are very active in directing their own activities, selecting their friends and even getting that caregivers yield things that these prefer, so it reveals that learners choose a style of learning to which best suits them. In addition,

the difference between young and older learners is the level of motivation what they have for acquiring knowledge.

On the other hand, according to Knowles (1970) believes that adults incline to learn and develop specific abilities due to necessity or immediate needs in their lives. For example, adults may develop their abilities in order to perform a work.

In contrast, the children motivation for learning is produced by the innate curiosity that they feel to know the world. They also learn something will help some day in the future. In short, both of learners groups take advantage from some levels of facilitated self-directed learning and experiential methods. And even though, there are evident differences between those two groups, also teachers of young and older learners play a similar role.

Learners' Motivation

All students, children, adolescents and adults should have reasons or purposes to learn English, that is, learners' motivation is a very important factor. For instance, Saville (2006) states that some students get better degrees than others in classroom due to the degree of effort that applies at different steps in their second language acquisition help to define the level of their proficiency. Thus, motivation constitutes a useful tool to achieve objectives and to obtain successful results. The two kinds of motivation which support to acquire second language are Integrative and Instrumental motivation. Integrative motivation is found in their aspiration to obtain knowledge about or related with people who make use of that second language; in this way they may contribute or integrate in a new culture. For example, making use of communication in community or affectionate relationship, whatever the reason emotional or sentimental aspect is dominant. On the other hand, Instrumental motivation consists in acquiring a second language because people desire to learn it

for some personal or particular benefit. For example, to integrate to new status, increase opportunities for a job, and approach on scientific and technical information or just to approve an academic area in their curriculum.

Learning styles

Plasher (2008) describes learning styles as different ways that learners consider the most effective to acquire knowledge. That is, the manner of instruction or study they prefer to receive information. Besides, he indicates that to improve instruction it is necessary that instructors diagnose students' learning styles in order to know what kind of information presentation they like or what kind of mental exercises they consider are most attractive and motivating for learn. For instance: words vs. pictures, analyses vs. listening, etc; thus, teachers may plan the instruction according to the students' needs and styles.

Following with the discussion of learning styles, Denig (2004) examines two models: multiple intelligences and learning styles in order to indicate that applying both assumptions may contribute to enhance the learning of students. Therefore, it is necessary to focus on the theory of Gardner (1999) who supports that there are at least eight distinct intelligences: the first, linguistic intelligence is the ability to understand and use spoken and written language. The second is Logical-mathematical which refers to the ability to think rationally operating, resolving, and recognizing quantities, and operations in math. The third is Spatial which consists in building mental forms of the world or interpreting an illustration of certain geographical features. The fourth one Kinesthetic; is the ability to coordinate and control the entire body. The fifth is Musical; it is the potential for thinking in music. The sixth, Interpersonal, is the ability to interact or work with others, understand them, and interpret their behavior as used in winning leaders, or public speakers.

The seventh, Intrapersonal or the ability to understand and sense our "self." Allowing us to tap into our being – who we are, what feelings we have, and why we are this way or that. The eighth, Naturalistic, is the ability to understand and organize nature's field, making distinctions, identifying flora and fauna the way we relate to our surroundings and the role in which each part of our surroundings play in nature.

Into the Denig's project it is important to take into account the assumptions of Dunn & Dunn (1993) who manifest that learners do not precisely need to have some intelligence because they have a great potential, talent or innate ability, but they may express their intelligence in the way in which they understand, familiarize, recognize, adapt to new circumstances, learn from experiences and cautiously evaluate, and make useful decisions.

Furthermore, these authors expound that learning styles is the manner in which a person starts to focus, develop, and remember, new and complex academic subjects. Their form led to 21 components which are categorized into environmental, emotional, motivational, sociological, physiological and psychological.

Even though both Gardner and the Dunns defy the teachers to reform the manner in which they impart knowledge, the two models differ because Gardner focuses on modifying instruction to develop the students' abilities, while the Dunns try to change instruction considering the students' learning styles. In other words, multiple intelligences concentrate on what is taught or the product; and learning styles focus on how the language is taught or the process.

Denig (2004) recommends that a synthesis of multiple intelligences with learning styles will be useful in understanding the "specific educational theory" and explains each type of intelligence. Moreover, Nelson (1998) proposes that people who show smart in some kind of intelligences learn better using methods associated

with that intelligence; for instance, Pablo Picasso, who was a great painter, had the spatial intelligence (strong spatial), or Charles Darwin, who was great explorer, had the naturalistic intelligence (strong naturalist).

In short, instructors could recognize the students in their academic institutions who reveal a strong intelligence and use the appropriate assessment to establish their learning styles. A simple connection could be run with the data to see which learning style elements associate with each type of intelligence. If several connections are found, a multiple regression could be run to determine which elements are the best predictors of intelligence.

Teaching Techniques for teaching adolescents

Since each student has a different learning style, instructors should know what teaching techniques are the most appropriate for them considering their level and style. According to Schreiner (2009), adolescence is the period where children move from puberty toward adulthood producing variation in both physically and psychologically. Therefore, educators have to guarantee that they make the teaching process significant which encourages student using practical strategies to enhance the students' comprehension.

Moreover, Schreiner adds that teacher should be creative and all the time should take into account the emotional component into the classes; as a result, adolescent learners receive and retain better the information. For example, in English class, the teacher may select literature activities related to students' emotions and peoples' experiences to whom the learners relate. The emotions that the learners experiment when they write will help them to remember the lesson and will generate importance; as a result the information is more likely to turn into stable knowledge.

This author talks about Scaffolding technique which may be applied to teach teenagers. This technique consists in assisting strongly to the students in the initial stages, and systematically withdraws this support as students develop the capacity to complete tasks independently. To scaffold efficiently, teachers should consider that their withdrawal of assistance is continuous and consistent. For instance, an instructor may scaffold the progress of dictionary skills by starting out the year providing to the pupils printed handouts of words and definitions. After as the year passes, teachers could provide learners a list of words and ask them to work in groups to look the words up. Next, when they have mastered this ability; instructors may apply the dictionary without controlling the word search. By scaffolding, the instructor makes sure that the class stays within the learners' zone of proximal development or the level at which work is neither too easy nor too hard for learners.

Social, economical, political, and cultural context for teaching English

Besides the teaching techniques, there are other aspects which have to be taken into account to develop a good teaching-learning process such as: social, economical, political and cultural context. Carrie (2005) affirms that pedagogy is stated for social and cultural aspects that change from one country to another country having effects on learners since they may be identified with what is being trained and the level to which they are familiarized or not in the process of acquiring knowledge about a second language. Each learner is different and he/she will bring his/her own experiences, preferences and learning style. The culture of an academic institution is also influenced by the cultural knowledge that the older people who work with them. Students have to discuss meaning and to adapt to the new culture to become efficient learners. Educators are not familiarized with the home cultures of all the learners they instruct but they require comprehending how the culture home may affect the

learner's ability to be taught in the context of school and their classroom. Even the last discourses have been persuaded by the work of Vygotsky (1962) who stressed the persuasion of social interaction, cultural context and language in learning and the work of an expert. So cultural knowledge, understanding and linguistic knowledge requires to be analyzed as interdependent and interactive aspects if bilingual learners are able to learn efficiently in academic institutions.

Likewise, Holmes (2008) maintains that economic social and political factors influence in acquiring second language. Sometimes people must learn a new language because in the society where they live it is a prerequisite to speak a second language. For example, in English-dominated countries, individuals learn English in order to get better jobs.

Similarly, the exact words used by Brown (2000, p. 115) affirms that "sociopolitical context refers how dominant are the social roles of language, interaction, negotiation, interpretation, intended meaning, misunderstandings and pragmatics underscore those roles. When these considerations are extended into countries, religions, nations and continents, the political side of language becomes evident."

Definition, importance and role of Supplementary materials

Since this research focuses on the use of supplementary materials for teaching English, it is time to detail it. According to Araya (2007), supplementary materials are instrumental objects to present information to the students through symbolic or concrete demonstrations; thus, they stimulate and enhance their learning. Moreover, these materials are important because they help teachers to achieve the proposed objectives during the teaching-learning process, and students acquire a better sensitive and critical attitude towards the language they are learning. The function of

supplementary materials consists in trying to facilitate the teachers' work in class through using different types of materials, so the level of difficulty of students' learning could be reduced because the students will get motivated to develop academic activities, acquire knowledge and achieve the linguistic competences of the language. In addition, these materials helped the students to elicit and shape images in their minds; consequently, learners could associate these images with the information they are receiving in the classroom and learn successfully.

On the other hand, Spratt (2005) mentions that teachers do not work alone to accomplish the teaching-learning process. That is, they always support on certain methodological approaches or use some course books but those are not useful enough to complement the process; for this reason, the teachers need other additional aids such as: supporting materials which help them to complement their work because these supplementary materials provide information related to the language what students are learning.

Types of supplementary materials

As stated before, teachers have to find out the most appropriate ways to teach students so they could develop their language skills effectively. An excellent way to accomplish the teaching-learning process consists in selecting the best types of supplementary materials. For example, Griffin (2012) argues that *visual* materials help individuals to concentrate and pay more attention; thus, they reinforce their verbal meaning when individuals want to capture their audience's interest, visual aid may complement the language and help the instructor. The use of visual materials is also useful for learners when the information taught is difficult to understand, so these materials may greatly help to explain, clarify and remember it. For example, the handouts enhance the audience's thought permanence because they may go back

and check their understanding. On the other hand, whiteboard is accessible in many classrooms. During the speaking, this material helps to make concepts clearer, also it helps to respond immediately to audience misunderstanding or questions and maintain information in front of the people rather than having to go back to explain again the information.

Similarly, there are posters and flip charts, although their size is not suitable for large audience; they may be a good option because they are durable and may be reused. Flip charts permit to preserve information during speech, which is opportune for communicating in groups especially when brainstorming is a part of the procedure. A poster board permits to observe something up close and without the alteration that an electronic image sometimes has. Also, Power point presentation is other type of visual material which permits to speakers to create slides including text, diagrams, and images. The slides, in turn, may be fixed in any chain, edited to contain audio and video clips, printed on paper or projected onto screens for watching during exposition. It is perfect for large and small audiences. Moreover, Graphs are also excellent to be used especially when the instructors want to present information making comparisons about numbers, quantities, or statistics. In addition, Drawings are figures and outlines of somebody or something; they add clarity to teacher's presentation because they help to show the audience what someone or something looks like. Instructors may create their own drawings or choose them from online, books or other sources. Moreover, simple drawings are better due to people apparently recalling the sketch of an image more than its details. In the same way, Photographs help to illustrate to audience accurately something looks like or what actually happened, they may be also inserted color and drama to the class. Finally, there are Maps which show physical details of geographical characteristics, cities,

road systems and they may support to demonstrate the physical design features and of a place, its position in connection to other areas, and the direction between places.

Dash & Dash (2007) present *audio* material as the way to capture the listening perception and it is the aid for students to listen speeches, stories, songs, events, sounds, narrations, and recitations. Additionally, Kumar (2006) alleges that educators choose the adequate teaching approaches and procedures to generate the hoped learning organization. Structuring teaching is the second stage of directing teaching learning which may be effectively produced with the aid of audio materials that will help to achieve this goal. The following materials are labeled as educational technology. For example, radio may support in language teaching program and one of the greatest advantages is that, it may be used even in far flung rural areas where electricity is not yet available, may integrate radio lessons into their daily schedules and it does not imply any heavy expenditure. Moreover, this material may be used for large and small group of listeners. Radio lesson also helps to adopt the listening habit in learners, and to present correct pronunciation, intonation, and stress structure. Listening narration of stories, dramatizations, of short plays and recitation of poems facilitate learning language too. Likewise, Tape Recorders and Record-Players are useful materials, since students may construct an extension of exercises teaching English specially dealing with intonation, stress and rhythm of continuous speech. Besides, students may take advantage of true spoken language and they may even tap their own voice to realize of their mispronunciation.

Binkley (2012) considers that *audiovisual* materials reinforce verbal presentation of the teachers when they teach and require attention of students. These materials keep the interest of pupils and support them to recall information. Educators will improve their teaching employing materials such as DVDs or

videotapes because they help to develop a diversity of subjects permitting the selection of material previous to the class. For instance, instructional videos help students to understand a particular subject or idea. DVDs may be played on an MP3 player, laptop, TV or CD player.

Slides are also useful materials to add subjects in accordance with topic lesson. They may include graphics, music, photos and charts as needed for each class; for example, Computer programs that produce slides include Microsoft PowerPoint, Goggle Presentation, Adobe Publisher and Apple Keynote. Similarly, there are Digital projectors which permit teachers to display 3-D images large sufficient for the audience to view and to show material or suggest assembly of elements for a particular project. Another material is multimedia which offers an arrangement of communication tools for students such as: websites, slide shows, computer-based training courses and TV in one teaching session.

It is clear that audiovisual material is a helpful aid in the classroom; for this, Sherman (2006) notes that nowadays most of countries have access to English-language television programs. As consequence, individuals may watch the TV news on the Internet, pick up sports programs on satellite TV, and rent or buy video cassettes and DVDs. Thus all the types of programs that people usually see at the cinema, on TV, or on DVD such as: feature films, documentaries, commercials, and game shows may be a great resource for opening up the English-language world.

Moreover, these programs may be used with great pleasure and effortless since people enjoy watching video or television and the same time learning English. In other words, this material may be a model for specific language which helps to understand spoken language conveying all types of conversations in all circumstances, so advantage practical dialogue while watching the program, even

setting up English-language feature films with English subtitles, taking advantage an immense linguistic resource of vocabulary, grammar, syntax and accents and all types of speeches. Most individuals have access to English language media; thus, they could understand news, obtain information announcements, and use language products like typical consumers. In the same way, Video is seen as a material valuable because it illustrates the variety of interactivity most foreign-language students seldom encounter, such as to know other culture people how they live, think and behave. In short, the video is an essential element of language learning because it catches the attention and interests of learners since some individuals spend more time with audio-visual media video techniques, discourses and clichés which are more common to them than the books and papers.

On the other hand, Berwald (1987, December) focuses on *realia* materials which refer to real or concrete objects, specimens or artifacts; they are not copies, models, or abstract demonstrations. The use of these authentic and mass media materials in the foreign language classroom is very useful because they contain language on all topics imaginable and provide constant support of the grammatical forms learned in the classroom.

Of the same importance is the theory by McDougald (2005, March 25) who states that the use of technology could be an effective tool in the EFL classroom. He also adds that instructors all around the world use the *Internet* in order to support their classes and the best point of this is the fact that some information is free. For example, teacher may download videos which may be used to add more meaningful information to the teaching and listening understanding so that learners will be able to listen to each other to practice and reinforce what they already know. In addition, Greenburg (2005) states that there are online materials such as technology and

internet which are important because they contribute to the teachers' creativity to plan the lessons. It may lead to the reduction of time teachers need to prepare the classes and get new and better ideas about the best activities to work in class.

Therefore, the internet in the classroom is for the EFL student to be exposed to an English setting, developing their language skills with activities that are focused on technology need to be well integrated into the curriculum. Educators should create practical exercises that deal with linguistic and cognitive students' environment.

Besides, it is important to take into account the opinions of students when designing technological projects or assignments. This will help to reduce some of the form of an anonymous survey, class discussions or similar means, that is, the students express their opinions about the implementation process. Having into account this advices, students may realize that internet material has been increasing and improved because there are some websites that have a lot of information related with English language. Moreover, pupils may make use of newspapers, magazines, dictionaries, literature, television on the net and also benefit from another resources such as crawler-based, internet directory, hybrid search and meta search Sullivan (2002) that help greatly in the researches.

However, it is important to mention that technology and the internet are widespread; as consequence, it could take much time to find out the information what students are looking for. It may even become exasperating particularly when learners do not know what to do. Having access to modern technology and the internet is compared to having a child in a candy store where there is too much to choose. Similarly, students spend so much time looking and deciding what information to choose and sometimes end up with useless or nothing at all information or simply take the first thing they find. Thereby, it is essential to

consider what objectives the instructors desire to achieve in the process of each class and what information students should acquire. The instructor has to think what information would be valuable and organize the computer activities accordingly.

After detailing different opinions, definitions and importance about some contents related to the use of supplementary materials, it is time to describe some previous studies which demonstrate the usefulness and relevance of using materials in EFL classes.

For instance, Massey & Lockaby (2001) conducted a study to know how effective the visual materials are represented through a television monitor in the distance education classroom. Also, this study investigated the best forms to combine colors to present information. Thus, the used materials will become more attractive for the students. The population of this study consisted of one hundred participants among volunteer students from agriculture science, teachers, fisherman students and their parents. The researchers applied survey to the participants to gather information about their preferences in color combinations, font sizes and font types. Finally, the results of this study showed that visual materials helped the students to learn better. The best color combination for presenting information was violet background/white text. And the most preferred font size was 54.

Similarly, there is a study developed by Elkılıç & Akça (2008). This study was done to determine student motivation for learning English as a foreign language and to know their attitudes towards learning English. For this reason, to complete this study, the researchers chose 21 students of mixed abilities; these students were between 9 and 10 years old, from the fourth school year. A questionnaire was applied to students in order to state their motivation, so they preferred activities to work in class and their attitudes with storytelling as supplementary material for learning

English. Next, the result indicated that most of the participants enjoyed the storytelling because this material satisfied and motivated them. Moreover, the stories motivated intrinsically them for completing the tasks. Consequently, the use of storytelling English lesson was appropriate for the learners at this level because of their cognitive linguistic social and emotional development.

Additionally, Omid (2008) accomplished a study in order to know the effectiveness of teaching vocabulary items by using pictures and contextualizing to elementary Iranian EFL learners. The participants of this study were 96 elementary male students within the age range of 12-15. This entire sample was divided in three groups to collect accurate data during the researching process. So the two first groups were experimental and they received different treatments; they worked with contextualization and pictures. The last one was a control group which received the habitual treatment. That is, the vocabulary were presented and taught through definitions and synonyms. Then, the collected data from the both a control and two experimental groups was analyzed. The three groups scored differently results. As a consequence, these materials played an important role in teaching vocabulary items to Iranian EFL learners. Moreover, it is important to mention that pictures are more useful tools for teaching English.

Aryadoust & Lashkary (2009) also conducted a study to investigate the effects of applying language educational aids such as: videos, flash cards and dictionaries on advanced student's vocabulary learning. To complete this study it was necessary to select a sample, so two groups of advanced EFL learners were chosen for the treatment of this study. One group of participants had to work with videos, flash cards and dictionaries during four-month period of time. The other group did not use any type of educational aid materials. Then, a vocabulary test was

applied to both participating groups in order to verify if the used materials helped them to acquire a better lexical acquisition. Finally, the results indicated that students who worked with the materials in the treatment reached higher scores than students who not used educational aids. In other words, the use of educational aids such as: videos, flash cards and dictionaries helped students to have better achievement in vocabulary acquisition.

Finally, Lin (2010) also conducted a study to investigate the effects of video-based computer assisted language learning and how video foster incidental vocabulary acquisition of students with different English proficiency abilities. The participants of this study were 82 university freshmen. The 44 participants with *High Reading and High Listening* English proficiency (the *RHLH* group), the second group with 20 participants with *High Reading and Low Listening* English proficiency (the *RHLL* group), and third group with 18 participants with *Low Reading and High Listening* English proficiency (the *RLLH* group) all of these fulfilled five practice sessions, five vocabulary follow-up tests, and vocabulary pre- and post-tests. Finally, the results demonstrated that the three groups *RHLH*, *RHLL*, and *RLLH* groups' vocabulary post-tests were higher than those of their pre-tests. In conclusion, the results showed that video-based made easier the acquisition of incidental vocabulary in students with high and low English proficiency in reading and listening than others who are not proficient in the two skills in vocabulary learning. Nonetheless the analysis of the results from the small group of participants cannot be generalized to wider population.

Results

Qualitative tabulation

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

Variable	Indicators	Yes	No
Visual	Flash cards		X
	Power point presentations		X
	Maps	✓	
	Pictures	✓	
	Charts	✓	
	Handouts		X
	Posters		X
	Word cards		X
	White/black board	✓	
Audio	Songs	✓	
	Dialogues		X
	Stories	✓	
	Tales		X
Audiovisual	Videos		X
	Movies		X
	Documentaries		X
Realia	Objects (toys, plants, fruits)	✓	
Online	Websites		X

Author: Nancy Macas Aguilar

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

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

Variable	Indicators	Yes	No
Visual	Flash cards	✓	
	Power point presentations	✓	
	Maps		X
	Pictures	✓	
	Charts	✓	
	Handouts	✓	
	Posters		X
	Word cards	✓	
	White/black board		X
Audio	Songs		X
	Dialogues		X
	Stories		X
	Tales		X
Audiovisual	Videos	✓	
	Movies		X
	Documentaries		X
Realia	Objects (toys, plants, fruits)	✓	
Online	Websites		X

Author: Nancy Macas Aguilar

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

Chart three: Pertinence and Appropriateness of the supplementary materials 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 / black board									✓	✓
Audio	Songs			✓	✓						
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)	✓	✓								
Online	Websites										

Author: Nancy Macas Aguilar

Source: 1st year

Chart four: Pertinence and Appropriateness of the supplementary materials 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 / black board							X	X		
Audio	Songs										
	Dialogues										
	Stories			✓	✓						
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Nancy Macas Aguilar

Source: 2nd year

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

Variable	Indicators	1st. Class		2nd. Class		3rd. Class		4th. Class		5th. Class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards.										
	Power point presentations										
	Maps										
	Pictures	✓	✓	✓	✓	✓	✓				
	Charts										
	Handouts										
	Posters										
	Word cards										
	White / black board							X	X		
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)									✓	✓
Online	Websites										

Author: Nancy Macas Aguilar

Source: 3rd year

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

Variable	Indicators	1st. Class		2nd. Class		3rd. Class		4th. Class		5th. Class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards.							✓	✓		
	Power point presentations			✓	✓						
	Maps										
	Pictures	✓	X								
	Charts					✓	✓				
	Handouts										
	Posters										
	Word cards										
	White / black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)									✓	✓
Online	Websites										

Author: Nancy Macas Aguilar

Source: 1st year

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

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

Author: Nancy Macas Aguilar

Source: 2nd year

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

Variable	Indicators	1st. Class		2nd. Class		3rd. Class		4th. Class		5th. Class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards.										
	Power point presentations										
	Maps										
	Pictures							✓	✓		
	Charts									✓	✓
	Handouts	✓	✓			✓	✓				
	Posters										
	Word cards			✓	✓						
	White / black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos	✓	✓								
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Nancy Macas Aguilar

Source: 3rd year

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

Variable	Indicators	Public	Private
		f	f
Visual	Flash cards.	-	1
	Power point presentations	-	1
	Maps	-	-
	Pictures	1	1
	Charts	1	1
	Handouts	-	-
	Posters	-	-
	Word cards	-	-
	White / black board	1	-
		-	-
Audio	Songs	1	-
	Dialogues		-
	Stories	-	-
	Tales	-	-
		-	-
Audiovisual	Videos	-	-
	Movies	-	-
	Documentaries	-	-
		-	-
Realia	Objects (toys, plants, fruits)	1	1
Online	Websites	-	-
TOTAL		5	5

Author: Nancy Macas Aguilar

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

Variable	Indicators	Public	Private
		f	f
Visual	Flash cards.	-	-
	Power point presentations	-	1
	Maps	1	-
	Pictures	1	1
	Charts	1	-
	Handouts	-	2
	Posters	-	-
	Word cards	-	-
	White / black board	-	-
		-	-
Audio	Songs	-	-
	Dialogues	-	-
	Stories	1	-
	Tales	-	-
		-	-
Audiovisual	Videos	-	-
	Movies	-	-
	Documentaries	-	-
		-	-
Realia	Objects (toys, plants, fruits)	-	1
Online	Websites	-	-
TOTAL		4	5

Author: Nancy Macas Aguilar

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

Variable	Indicators	Public	Private
		f	f
Visual	Flash cards.	-	-
	Power point presentations	-	-
	Maps	-	-
	Pictures	3	1
	Charts	1	1
	Handouts	-	2
	Posters	-	-
	Word cards	-	1
	White / black board	-	-
		-	-
Audio	Songs	-	-
	Dialogues		-
	Stories	-	-
	Tales	-	-
		-	-
Audiovisual	Videos	-	1
	Movies	-	-
	Documentaries	-	-
		-	-
Realia	Objects (toys, plants, fruits)	1	-
Online	Websites	-	-
TOTAL		5	6

Author: Nancy Macas Aguilar

Chart twelve: Frequency of use of supplementary material

Years	Public (f)	Private (f)	TOTAL	
			f	%
1rst	5	5	10	100
2nd	4	5	9	100
3rd	4	6	10	100
TOTAL	13	16	29	100

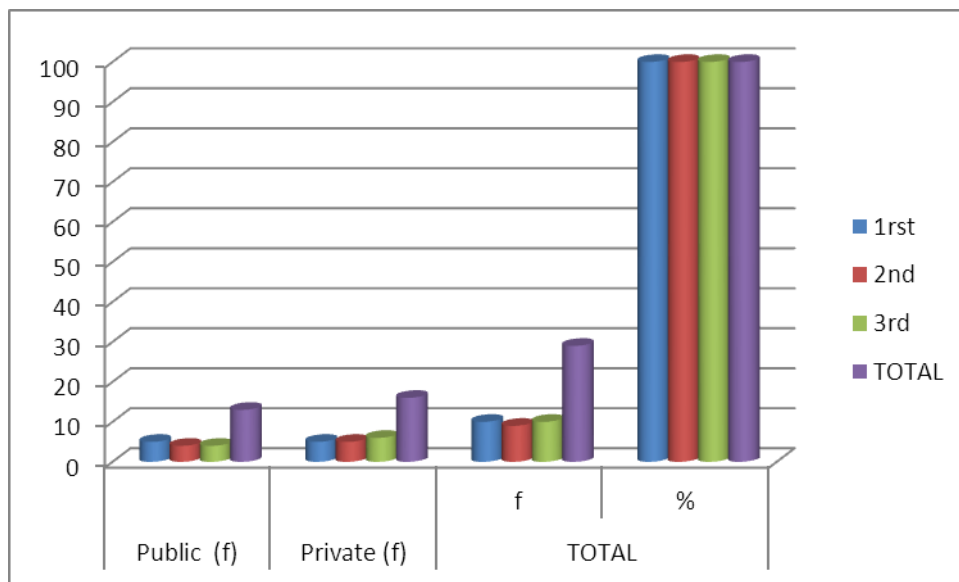


Chart thirteen: Frequency of used material in the public senior high school

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	F	%
Visual	Flash cards.					
	Power point presentations					
	Maps		1		1	7.14
	Pictures	1	1	3	5	35.71
	Charts	1	1	1	3	21.42
	Handouts					
	Posters					
	Word cards					
	White / black board	1			1	7.14
Audio	Songs	1			1	7.14
	Dialogues					
	Stories		1		1	7.14
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)	1		1	2	14.29
Online	Websites					
TOTAL		5	4	5	14	100

Author: Nancy Macas Aguilar

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	F	F	%
Visual	Flash cards.	1			1	6.25
	Power point presentations	1	1		2	12.50
	Maps					
	Pictures	1	1	1	3	18.75
	Charts	1		1	2	12.50
	Handouts		2	2	4	25.00
	Posters					
	Word cards			1	1	6.25
	White / black board					
Audio	Songs					
	Dialogues					
	Stories					
	Tales					
Audiovisual	Videos			1	1	6.25
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)	1	1		2	12.50
Online	Websites					
TOTAL		5	5	6	16	100

Author: Nancy Macas Aguilar

Description, Analysis and Interpretation of Results

After the information was collected from the different English classes among first, second and third years in public and private senior high school, it is time to describe, analyze and interpret each one of the identified materials in terms of pertinence, appropriateness and qualify according to how the teachers used them in class.

Public High School

1st Year

Pictures

The pictures were used in the third class, which topic was about “Ecuadorian embroidery” and the goal was to know the handicraft process of Ecuador’s culture. The teacher started the class showing pictures which contained images of people who use needle to make some decorative designs in cloth. The teacher asked students to look at the pictures and discuss them. Then, the students listened to the pronunciation of some phrases related with this topic and they repeated them carefully. After that, the teacher showed again the pictures and students had to describe the pictures shown.

This type of material was pertinent in this class because it helped the students to learn and understand new information, practice pronunciation, and memorize the sounds of some new words and phrases. Thus, students were ready to begin to work in their textbooks and achieved the class objective.

Moreover, these materials were very practical and appropriate for students because they permitted to know a little more about student’s country, and the presented information through the pictures was according to learners’ level, age and

understanding because these visual presentations contained adequate and comprehensible description using simple vocabulary, which made easier to understand the subject. Also, the quality of these materials was good because they had different colorful details that caught learners' attention. As a result, students were motivated to attend the lesson, worked satisfactorily and learned more easily.

Charts

Chart was used in the fourth class, whose topic was "Making an appointment" the objective was to practice yes/no questions and short answers. In this lesson the instructor introduced a creative activity in order to develop the topic lesson; thus the teacher first explained carefully how to carry out a "job interview." This activity consisted in asking and answering some questions; for this reason, while explaining the class, the teacher presented a chart about how to fill out a job application form and wrote some details on it. Once the students acquired new knowledge, the teacher asked them to work in pairs to create a dialogue-interview between employer and applicant. Thus, students could build questions and answers, starting a business conversation. Finally, the learners had to complete the tasks in the textbooks according to the information chart.

The chart was pertinent for the class because the use of this material led the learners to practice speaking skills, learn grammatical structure and increase vocabulary. Moreover, this material was appropriate for learners' level, age, and understanding because the information established facilitated the students interchange personal information using the learned material and helped to develop the subject easily, motivating the students to speak and recognize grammatical structure. Also, it is important to mention that the teacher selected a creative way to reach the learners according to what students needed to understand the topic

better. The teacher was very careful with the construction of the chart because it was big, and the words were written with different colors; that is, this material was of a good quality.

White/black board

In the fifth class, the teacher used the board. The topic was “Tourism” and the main objective was to learn how to build sentences using the auxiliary “would” to express some opinions about certain attractive places in Ecuador. So teacher started speaking about how wonderful it would be to visit some touristic places of Ecuador.

First, she wrote a statement on the board using “would” and explained its structure for which she underlined and wrote the words using different color chalk. Second, she encouraged students to name some attractive places to visit. So the teacher made her students to brainstorm a list of attractions and wrote them on the board using students’ ideas. Third, the students had to talk about the places mentioned earlier. Then, the teacher asked students to make an explanation about how to use “would” and write sentences with this structure. Finally, the teacher checked pronunciation and corrected mistakes.

The white board use was pertinent since it helped the teacher to establish and explain the objective of the class. That is, the learners learned grammatical structure and found out information about the attractive places of our country. Besides, this supplementary material was appropriate for learners’ level, age and understanding since it generated that the student shared opinions and anecdotes, and the most important to practice that they learned in the lesson. However, the white board may not be referred in terms of quality just as other materials previously described, due to this material was not bought by the instructor or the students. In addition, it is

essential to mention that if the teacher had used another visual material such as flashcards or pictures, the class would have been much more interesting for learners.

Songs

A song was used in the second class whose topic was “A famous singer” and the objective of this lesson was to reinforce the listening skills. The teacher started emphasizing the importance of listening to English songs in order to master the language better. She also talked about some singers, such as Cristina Aguilera. Then, the teacher motivated pupils to speak about this famous singer and her songs. After, she played the CD, and instructed students to sing along. The students sang and listened along for several times. When the students could understand the song, the teacher asked them to complete the task in the textbook with the song cloze activity.

This audio material was pertinent because it greatly helped to catch full attention of the students and to develop the listening skills which are essential component in the learning of a language.

Besides, this song was appropriate for the topic and objective because it contributed directly to the comprehension, recalled some words; and students were able to guess the meaning of the unknown words. Moreover, it was perfect for students’ level, age and understanding because young learners did like that kind of music; therefore, they paid a lot of attention to it. As a result, this audio material served as basis for language acquisition and enabled learners to understand and intonate rhythmically the melody. With reference to the quality, this material was good, clear, and fluent without interruptions.

Realia

Realia was used in the first class, whose topic was “Plants in Ecuador” and the objective was to review cause and effect. In this class the students were going to

remember grammatical structure already learned. The teacher brought a plant to the classroom and explained the variety of plants in our country; she also emphasized that plants are the backbone of all life on Earth and essential resource for human well-being and many factors of everyday life depends on plants. While the teacher was explaining how serious the matter was, the learners observed that plant and meditated about what the instructor said.

Then, the teacher asked the question what would happen if there was a world without plants. The students debated much on this subject. Thus, the teacher taught the use of cause and effect sentences. Once the students learned new information and understood the topic they were able to complete the tasks on the book.

It was noticeable that the presence of the plant used as a realia was helpful for the class because it permitted the students to comprehend and understand successfully the topic. In other words, this supplementary material was pertinent because it helped the students to become aware and value to plants as living being and think that they deserve protection. Besides, this real material was also appropriate for students' level, age and understanding because young children are the hope for the future, they have imagination and energy which is beneficial to create ways to protect flora. In terms of quality that plant was beautiful.

Learning styles

After describing the types of supplementary materials identified in the five lessons from first year, it is important to mention how approaches were applied in those lessons. That is, the teacher had to take in mind an identifiable way to increase the effectiveness in the classroom, since not all students acquire knowledge in the same way. In the first year of public high school the teacher used visual, audio, and realia as supplementary materials. However, this instructor did not apply materials

such as audiovisual and online resources. Consequently, it is important to cite the words by Plasher (2004) states that teachers should diagnose student's learning styles in order to know the best way they learn. For example, McDougald (2005) assumes that the use of the Internet enables students to find out unknown information, publish and share their jobs instantly. Besides, the Internet not only helps learners but also teachers, since it improves his/her creativity as well as decreases the time required to prepare class.

However, according to the students' survey, the students affirmed that they liked the supplementary materials used by the teacher, but they would like the instructor use other type of materials such as power point presentations, posters, videos, movies, documentaries, and websites because these materials are interesting and motivating to comprehend better the class. The teacher revealed that she takes in consideration the use of supplementary materials in order to students pay attention and become efficient in the four skills. As a result, the students assimilated the knowledge in an interesting way for a long time. Nevertheless, she said that sometimes it is hard to apply some materials because the high school has not implemented new materials and it does not permit teachers work effectively.

2nd Year

Maps

Maps were used in the fifth class in this year. The subject of this class was "English speaking countries: The USA" and the goal of this lesson was to use prepositions of place, and expressions such as "turn on the right", "turn on the left," etc. First, the teacher showed a map and encouraged students to talk about some states of USA. Then, she introduced another map of a small city and asked students to look at it. Then, the learners had to work in groups to say the names of streets and

their location. Next, students had to find Michael's house (a young child in the picture) and write the directions how to get from Michael's house to the school, the bookstore to, the park to, the supermarket, etc.

These supplementary materials were valuable and pertinent not only because they provided a visual framework, but they also provided real information about the countries not known. In this case, the visual materials were pertinent because they stimulated students to practice the grammatical structure and speaking. Maps were also appropriate for students' level, age and understanding due to the fact that they could learn common information in a comprehensive and clear way. The quality of these materials was good because they were big and colorful.

Pictures

Pictures were used in the first class whose theme was "Family life". The purpose of this lesson was to recognize and structure correctly comparisons "fewer than – more than." The instructor showed pictures about two families and asked the learners to look at them and find certain features. When the students stated the difference between the pictures, she applied the grammatical structure to indicate the difference. Then, she introduced vocabulary, nouns, verbs, adjectives related with the topic. And finally, the teacher asked students to form statements using comparisons.

The pictures used in this lesson were of great relevance because of their direct relationship with the topic; thus, the students identified the content and learned successfully. Moreover, these materials were pertinent, because the grammatical construction taught was a little complicated and these materials helped to clarify them, since pictures were as a stimulus to promote and generate thoughtful debate and meaning of the issue. Also, the images were according to the students' level, age and understanding due to that they actively engaged the students in the class, as well

motivated them before starting the explanation. On the other hand, it is important to say that these materials were attractive enough so all students could look and enjoy the materials.

Charts

These materials were used in the third class and the topic was “War and peace.” The goal of this lesson dealt with regular and irregular verbs in past tense. The teacher explained about hostile and harmonious relationship between countries. In her speech she included regular and irregular verbs. Next, the instructor explained difference between the two verb groups. Then, she presented one chart which contained regular verbs and after introduced the second chart with irregular verbs.

After that, the instructor explained some rules to use the verbs correctly. Thus, the students pronounced each of the verbs taught. Finally, the teacher dictated some verbs in the base form and the students had to write sentences in the past. The teacher monitored the pupils to ensure effectiveness in their tasks.

The application of charts was pertinent because they helped to identify and differentiate the two kinds of verbs; thus, these visual materials supported to achieve the objective of the class. Also charts use was appropriate for students’ level, age and understanding since the students learned correct pronunciation of the verbs taught. Charts were done by the teacher according to the students’ needs so she created these materials using different color markers, and big letters in order to students visualize them easily.

White/black board

White board was used in the fourth class, which topic was “careers and business” and the objective was to develop intensive listening and writing skills. The instructor explained the students the purpose of the lesson. Next, she wrote down on

the board vocabulary about this subject and some prerequisites needed for employment of a person as cashier in a big company. Then, she instructed students in order to write down application letter for the advertised job using the previous knowledge. After, the teacher checked certain mistakes. Finally, the teacher asked volunteer students to read in front of the classmates and discuss some aspects of the subject.

The use of the white board was fundamental in this classroom and many teachers use it daily. In this class, the teacher wrote on the board some information closely related to the subject. However, this subject could be taught in a more effective way. For example, if the teacher had used realia material such as letters or announcements, they would have facilitated the students' understanding. In other words, the use of this material was not pertinent or appropriate for learners because it did not contribute in the whole development and understanding of the lesson.

Moreover, it may not be referred in terms of quality, just as the other materials already described because board is part of the classroom and it was not achieved by the instructor nor the learners.

Stories

Audio material was used in the second class in this year, whose topic was "Family life" and the objective was to learn to express ideas using "used to". In view of that the group of learners needed a lot of motivation to attend class the teacher used a story to support the lesson. The content dealt with the version of Tommy, who described the good habits that his son used to practice. These habits were as to exercise every day, to eat healthy food, etc. to keep his son in good physical and mental form. However, now Tommy's son does not practice them anymore. As a

result, his son is still ill. After the students listened to the CD the teacher made an explanation and asked the participation of pupils.

It is true that the story contributed to the understanding of the topic and fulfillment of goal of the class. Therefore, in terms of pertinence this story was very convenient because in this case the frequent repetition of “used to” in the story permitted students to comprehend gradually its function. As a consequence, the learners were able to absorb the class in foreign language with the events listened. Besides the story was appropriate for students’ level, age and understanding because it contained vocabulary what students already knew; that is, this material was enjoyable and interesting for them. With reference to the quality, the narration was short and easy to understand.

Learning Styles

In this year, the teacher used materials regarding the visual and audio learning style. She used those materials to support the development of the class. Nevertheless, the teacher did not keep in mind that there were students with distinct approaches of learning. In other words they needed other type of materials such as audiovisual, realia, online. Those supplementary materials could guarantee cognition successfully. For example, the use of video into audiovisual category is a funnier material for students than a great deal of books and papers; according to Sherman (2006), video is very useful in the teaching of foreign language. It may be used with great pleasure and unforced because people enjoy watching video or television at the same time they learn the foreign language. Therefore, this audiovisual material may be a great resource for opening up the English-language world. Moreover, this material not only captures students’ eye but ear because video helps students to understand the

spoken language. They listen to different conversations in all circumstances; thus, they could enrich their accent, vocabulary, grammar, and syntax.

Similarly, Binkley (2012) states that audiovisual materials reinforce verbal presentation while it caught eye attention of audience; moreover, audiovisual aid helps to remember specific message. If teachers use simple, efficient materials they will improve teaching.

In addition, the students' survey showed that they would like to be taught with the aid of materials such as handouts, posters, songs, dialogues, movies, realia and websites. On the other hand, as mentioned earlier, the teacher's version said that she would like to apply other materials, but the provision of the materials not depend on her.

3rd Year.

Pictures

In the first class were used pictures which topic was "What can we to do help?" The objective of this class was to learn modals: can, should and must. First, the teacher presented a picture which represented a very dirty and disordered city. In other words, the city was completely careless. Second, the instructor pointed out the picture and asked a question: who is responsible for all this disaster.? The learners listened attentively while observing the picture. Then, the students agreed that residents of this city were responsible because they did not keep it clean; on the contrary, they litter it every time more and more. Then, the teacher used the modals to explain what students should do to help. Finally, the teacher encouraged students to use modals and look for solutions in order to prevent littering in the community.

This material was pertinent because it reflected clearly the issue, which supported them to understand, discuss and use the taught information. This material

was appropriate for learners' level and understanding because the reality of this fact could influence students to change the common behavior like littering, and encourage to start by themselves, since each person must be responsible for his/her actions and persuade others around to do the same at home, at school, at workplace, and at large community. As a result, the presented pictures were a stimulus because they facilitated the learning and helped students to take into account the importance of keeping a city clean.

Pictures

In the second class pictures were used and the topic of this lesson was "Drugs and how to fight against them." The purpose of the class was to develop intensive speaking skills. The instructor presented a sequence of pictures about a young man, who started smoking drugs, and his behavior became strange; he even suddenly became a very violent man. The need for drugs made that he even stole money from his own family to pay for them. After that, the teacher showed the pictures and encouraged the learners to discuss the topic.

These materials helped to develop the class successfully. In other words, the pictures were pertinent because they prompted the students to start a dialogue, get involved in a discussion of the issue and the most important learners overcame fear of public speaking. The pictures were appropriate for learners' level, age, and understanding because they illustrated the terrible consequences from the drug addict reality. It is also important to mention that teacher advised young learners that alcohol and drugs are common during adolescence and unfortunately, teenagers often do not see the link between their actions today and the consequences tomorrow.

Pictures

The third class dealt with “A nice place to holiday” and its purpose was to review adjectives and adverbs of time. The teacher showed the pictures which represented a peaceful valley. Next, she instructed the students to observe silently and imagine that they were in that place on holiday. Then, they had to describe what they observed, and felt being in there. As students already had previous knowledge about this subject, they did not need more instructions. After that, the teacher walked around the class monitoring students. She also made sure that students had enough time to finish their assignment. Thus, the instructor could see how well they were working. Finally, students had to write an essay about this place using adjectives and adverbs.

These visual materials were pertinent because of their connectivity with the subject since it made students feel as though they were just there, enjoying that peaceful place. In other words, the picture engaged the students’ senses of sight, hearing, and writing to transport the learners and stir emotion. In addition, the use of this visual material allowed students not only to use imagination but it also led them to develop the task and apply the information previously taught. Furthermore, pictures were appropriate for students’ level, age and understanding because the application of these materials motivated the learners to be creative and work effectively in the process of the class since sometimes some students get bored easily and they do not like working in class. The quality of this material was very good because the pictures contained colorful details.

White/black board

White board was used in the fourth class to teach “How to write an e-mail” whose objective was to develop reading and writing skills and to learn more about technology. The teacher talked about how useful electronic messages are. Next she

asked students to write on the board reasons to write an e-mail. Thus, volunteer students went to the white board and wrote down different ideas. Then, the instructor erased all written on the board. She used different color chalk to write some instructions and tips to write good e-mail messages. After it, the instructor drew a box to make clear and familiarize with the functions of menu e-mail. Finally, the students were able to perform the tasks in their textbooks.

In this class the teacher used the board to write instructions about the topic; however, the topic of the class required other type of aid, it could be; for instance, website material, to achieve a good comprehension. Besides, some students did not pay attention; they looked bored and uninterested in the subject. For this reason, this material was not pertinent for the subject and neither appropriate for learners. It was also noticeable that the board may not be described with reference to quality because it was not achieved by the class. As a result, the use of board was not effective in the development of the lesson since it did not catch learners' attention.

Realia

The fifth class used realia which topic was "Using a dictionary." The objective of this lesson was to learn information using dictionary. Teacher started talking about sources and uses of information to practice language. Thus, she showed a dictionary and explained when it is necessary to use this material. First, she asked students to look at the dictionary page in the appendix and complete some information. Second, the teacher asked students to find out the meaning of some words. Then, she indicated details about pronunciation and stress of words. Finally, students had to build statements and explain the meaning using those words examined earlier and read aloud. In this class the dictionary was used to learn new words, check spelling, clarify their doubts, or to confirm their guess.

The use of the dictionary in the class was pertinent because it served for the students to increase vocabulary and acquire more knowledge about its use. Besides, this material was appropriate for students' level, age, and understanding because when students learn new vocabulary the common tool they use is just the dictionary. For this reason, it is important to mention that the students knew that although bilingual dictionary enabled them to comprehend the meaning of words quickly and almost effortlessly, the teacher advised the guessing strategy in order not to overuse it.

Learning styles

In the same way, in this year the instructor only used visual and realia materials. She did not use other materials such as audio, audiovisual, and online. The application of other materials could improve the quality of her teaching and enrich the academic aspect of students. For this reason it is important that she had not taken into account that in her class there were many students with different styles of learning. Thus, it is worth to mention the words of Dunn (1993) who states that "If the child is not learning the way you are teaching, then you must teach in the way the child learns." I think it is really a thought that all teachers should keep in mind. Likewise, the author James (2009) believes that the best way for a teacher instructs is to take into account a variety of learning styles in her/his lesson plan. That is, instructors should make them aware of the several learning styles in order to think about their preferred styles and providing the right environment adequate to learning which will have a big effect on the amount of learning that occurs.

Moreover, it is important to mention that students' survey confirmed that they would like the teacher use varied material such as posters, songs, movies, realia and

websites. The teacher insisted that they would also use different materials but at present moment, they are not available in this educational institution.

Private High School

1st Year

Flash cards

Flash cards were used in the fourth class whose topic was “Past progressive tense.” The goal of this lesson was to know and practice past progressive. The teacher went around the class, and asked what students were doing the previous day, using the first person singular. The learners gave different answers. Thus, the teacher took some examples to explain briefly the topic. Next, she showed flash cards which contained images about people performing different activities and asked students to watch carefully. Then she put the flash cards away and asked students to describe what the people were doing. Consequently, the students answered correctly using past progressive tense. After, the teacher asked learners to work in pairs. Each student was showed flash card and then hid it. After they had to say a sentence to his or her partner describing what action they saw at the flash card.

These visual materials were pertinent because flash cards were handy resource in that period of class. That is, they supported the development of the lesson. Besides, flash cards were appropriate for students’ level, age, and understanding because the students were motivated to understand the subject, practice the taught and remembered every detail of the flash cards.

Power point presentations

Power point presentations were used in the second class to talk about “The best of Dubai.” Its topic was to know the characteristics of Dubai and to develop intensive writing and speaking skills. The teacher started the lesson providing information about the city of Dubai. Thus, she taught some vocabulary related with the topic. After that, the instructor presented some slides which contained images of touristic places of the city such as Burj Khalifa skycraft, Opera House, Palm Islands. While the teacher showed the slides the students were very attentive looking the interesting images, the pupils were excited for knowing another country through this visual material presented. It could be noticeable the learners liked the use of power point presentations since they enthusiastically participated sharing their opinions, and ideas about the topic. After presenting the images the teacher showed another slides based on the information of main points of the lesson topic. Finally, the teacher asked students to write an essay about the topic taught.

The power point presentation was very useful and appropriate for this topic since it allowed reaching the goal successfully. That is to say that, the photographs caught students’ attention and the summary of information helped students to learn and remember more efficiently what they learned. Furthermore, this visual material was appropriate for students’ level, age, and understanding due to this material supported the learners to expand their knowledge, and increase the confidence to spoken and written communication.

Pictures

The teacher used pictures in the first class to illustrate information about the topic “What is culture” and the goal of this class was to learn about some cultures around the world. The teacher and the students bought various pictures related to this topic. The pictures were used to present and discuss real facts. The teacher asked

some questions related with the topic and encouraged the students to discuss about it. Next, the instructor explained this topic and showed the pictures. After that, the students described them aloud. However, in this step the students could not describe clearly some details of the presented pictures because they did not know the meaning of some words in their mother language, so that activity did not help the students to talk fluently. The teacher continued imparting knowledge on different cultures, beliefs, and values of particular people, but the students insisted on asking for unknown information. Finally, the teacher encouraged students to talk about some experiences and opinions about some known culture. Thus, learners shared opinions and experiences about this topic.

The use of the pictures was pertinent because they contained information related to the topic and objective of the class. Nevertheless, these visual materials were not very appropriate for students' level, age and understanding because some of these materials did not contain information about what the students knew in their native language. The information was complex to comprehend, so it was difficult that the students could identify and understand the meaning of the new words. Besides, the assimilation of idioms and expressions related with the topic was time-consuming process during the lesson.

Charts

In the third class the topic was "May or might" and the objective was to know the difference between "may" and "might" as possibility. The teacher used charts to teach this lesson. First, the instructor gave a brief explanation when and how to use "may" and "might" to express possibility in the present or future. Second, she introduced a chart. This chart contained detailed information on the rules of "may" and "might," and it also had some examples to clarify the explained

information. Next, the teacher explained the difference between the two modals. She also underlined them to emphasize their use. After that, the instructor asked some questions in order to check the comprehension of the lesson. All students certainly answered positively to the question. Then, the teacher showed the second chart which dealt with a schedule of a businessman; the teacher explained that this person was a busy executive who had to accomplish a social and a personal commitment. So students had to imagine they were his secretaries to arrange his agenda in order to distribute his time according to the importance of each event. To perform these tasks the learners had to use “may” and “might.”

These supplementary materials were pertinent because they contained clear information to understand the use of modals. Moreover, these materials were appropriate for learners’ level, age and understanding because the information established in the charts helped to evoke creative thinking and above all recognize how grammatical construction is. These materials were of good a quality because chart information was clear and specific; the size of the words was big enough and with different colors.

Realia

Realia was used in the fifth class whose topic was “Prepositions of place”. The objective of this lesson was to review the use of prepositions of place. The teacher started the class reviewing prepositions. Next, she showed an umbrella and asked students to participate in a discussion and say where the umbrella was. Thus, the instructor placed the umbrella in different places; consequently the students indicated its correct location. For example, the umbrella was placed on the desk, under the desk, behind the desk, etc. After, the teacher made some arrangements in the classroom with other objects and asked students to look for those objects. They

were a eraser and a ball. So, learners had to build sentences using prepositions of place according to location of the objects.

To present real materials in the class facilitated the effort to motivate the students to pay attention during the class and build sentences. For this reason, these materials were pertinent, because apart from incorporating speaking proficiency, learners used vocabulary to develop the writing tasks. Additionally, realia was appropriate for students' level, age and understanding, for the reason that it helped students boost of confidence they needed. Besides, real materials stimulated the mind which is a one way of encouraging by involving the senses. The quality of the materials was good; those materials were small and colorful and helped to accomplish the objective lesson.

Learning styles

In this year the teacher took into account some of the learning styles but not all of them. That is, the teacher only used visual and realia materials in the five lessons. The teacher did not consider that the students could understand better the class adding other types of materials such as audio, audiovisual, and online. Since the majority of students, comprehend better the lessons if using several approaches; for example, making audio recordings, watching videos, or researching issues on the internet, so she could realize with what material they responded effectively.

I will cite Maniruzzaman (2008) who maintains that the use of audio materials may be substantially helpful in class, since it stimulates, motivates and grasps the learners' attention during the whole learning process. This type of aid may be identified as models and devices which are heard in order to give an image of something or someone in some situations. Besides, this author also said that audio materials enable teachers to modify the teaching technique, and change the

classroom situation quickly and immediately as necessary to acquire expected proficiency in the language skills specially listening and speaking. As a result, this greatly facilitates the understanding of native speakers' voice and accent.

In accordance with the students' survey, they mentioned that they liked materials used in the class, and sometimes the teacher even used varied material, but with respect to the questionnaire they would like receiving class with the support of materials such as posters, handouts, songs, dialogues, stories, tales, and websites.

The teacher could also say that it was important to capture the students' attention through the usage of supplementary materials. She effectively used different materials which were available in the high school. However she did not use all aids because her senior high school did not have enough economic resources to buy them.

2nd Year

Power point presentations

Power point presentations were used in the fifth class which topic was "Third conditional." The objective of this lesson was to learn and use the conditional. The teacher gave an explanation about the third conditional. Next, she showed some slides which contained different scenes of young children who had to study; however, they preferred to play instead. Therefore, when young students had to write the test, they could not answer the questions correctly and as a result, they did not pass their exams. For this reason young children got regretted for not studying enough.

After that, the teacher asked the students to analyze the slides in order to find out the reason for using third conditional. Then, she made clear unreal situations in the past giving some illustrative examples for better understanding. Once the learners

grasped this subject the teacher asked students to make a short conversation using the grammatical structure. Finally the students were able to develop the tasks.

The use of power point in this class was helpful and pertinent because it not only allowed using imagination, but helped them find out the correct grammatical structure. As a result, power point presentation was pertinent for the students' level, age, and understanding since the focus on the slides was a stimulus for capturing learners' attention and interest which helped them to understand the lesson in an efficient way.

Pictures

Pictures were used in the third class to talk about "First conditional" whose objective was to express situations in the future time. First, the teacher showed a picture, which contained a man who planned to make a picnic; it was clear that the man in the picture hoped for good weather to perform the outdoor activity. However, the teacher put a second picture just above it. The second picture represented clouds that meant there was a possibility of raining. Thus, she told the students that there was a possibility that it could rain or not. The teacher added if it was not definite, it is to refer "If" clauses. Next, the instructor explained clearly when this grammatical structure is used. Then, she gave other examples for better understanding. After that, the teacher dictated clues for students to construct short stories using the third conditional.

The use of pictures in this class was useful and pertinent because they engaged the students to the subject coming up without the need of many explanations to comprehend the lesson. Moreover, pictures motivated the students to pay attention, awaking up their interest and curiosity to talk about the topic. That is to say, that these materials were appropriate for the students' level, age and

understanding. The pictures were helpful in explaining the lesson, since they allowed deepening the knowledge about the use of the grammatical structure. In addition, the quality of the pictures was good; they were attractive, big and colorful.

Handouts

In the fourth class handouts were used to teach about “Feedback on first conditional” and the objective was to provide exercises to practice first conditional. The teacher made a brief review about the last class. Next, she distributed the handouts which contained different items to complete. Thus, students had to remember and practice the knowledge acquired to perform the activities correctly.

These materials were pertinent because the activities to complete were directly related with the information taught previously. In addition, handouts were appropriate because they helped the teacher to realize how the students learned. These materials were of good quality because the information was useful, clear and specific; the handouts had enough space to be filled in.

Handouts

In the first class handouts were used and the topic of this class was “Personalities”. The purpose of it was to describe personalities using adjectives. The teacher made a brief review of the last class. Next, she gave students handouts which contained different activities to complete; besides, in those handouts were also included various pictures, so students had to look and work according to them. For example; the handouts activities contained the following items: use the lists below to describe the appearance of pictures or how they look; match the adjectives to the people: bossy, trendy, confident, thoughtful, dreamy, overworked, helpful, terrifying,

and generous; write short conversations about the people above. As a result, the students had to remember all information learned about grammatical structure to develop those tasks.

All those handouts were appropriate for the class because of their direct relation with the topic and objective of the lesson. And they enabled the students to demonstrate the information they learned. Thus, the teacher had the opportunity to reinforce only the knowledge that learners needed. Moreover, handouts were appropriate for students' level and age because the pictures included in them generated interest to tackle their work effectively. This visual material was a good quality because the information was creative, and specific.

Realia

Realia was used in the fifth class in this year, which topic was "Be going to for plans and intentions." The purpose of this lesson was to learn to use the future for plans or intentions. The teacher explained the use of "be going to." Next, she showed a tour announcement which contained information about a nice place to visit and read it aloud. The description denoted that this place was very attractive and interesting. Next, the instructor asked students to imagine that they were very excited because they were going to travel to this place. Then, they had to write a letter to a friend telling him/her what they were going to do in this journey. Besides, the teacher also asked pupils to underline all expressions of "be going to" for the future. After, the learners had to work in pairs and interchange the letters with the partner, and read the task aloud.

This real material was pertinent because it helped students to imagine an event and express their reaction at the same time using the learned. Besides, realia was appropriate for learners' level, age, and understanding because the students

could get together, discuss and share their ideas and plans for the future. This material was downloaded from the internet and it was helpful to the class since announcement described a very nice and attractive place in order to persuade people to get there. In terms of quality realia material was of a good quality due to it contained very flashy and bright images.

Learning Styles

As stated previously, it is important that the teacher look for stimulus in the context of teaching. In other words, the teacher is responsible for seeking ways to students assimilate better the information received as part of her/his well-organized teaching. In this case the teacher applied only visual and realia materials which mean that there was not variety of materials in those classes. Therefore, it is important to cite Gardner (1997) who states that all human beings have multiple intelligences. These multiple intelligences may be cultivated or declined. Gardner considers that there are nine main kinds of intelligences, defined the first seven intelligences in frames of mind (1983) and the last two in intelligence reframed (1999).

According to Gardner, these intelligences are found in different zones of the brain and may also function together or independently. Thus, each individual has a different intellectual composition and may improve education by focusing on certain kind of intelligences. As a result, according to the multiple intelligence theory, it is important for teachers to remember that each student learns differently. In other words, if a learner does not understand the lesson in a certain way, so the task of a teacher is to look for adequate approaches to develop students' skills. If teachers use only white/black board, it might limit students' learning and skills development.

Additionally, students' survey demonstrated that they would like the use of other materials such as songs, dialogues, stories, movies, and websites. The teacher's survey announced that it is important to work with the support of materials, but it is not possible entirely due to the high school has not available financial resources.

3rd Year

Pictures

The teacher used pictures in the fourth lesson in this year, whose topic was "Reflexive pronouns". The objective of this class was to learn to use reflexive pronouns in the spoken and written language. The instructor presented two pictures; the first picture contained a man who was talking to himself in the mirror. Thus, the teacher asked the students a question: what is he doing? The students discussed it and the teacher took advantage of that point to give an explanation of the subject. After that the students analyzed and understood the use of reflexive pronouns, the teacher showed the second picture. The second picture dealt with people who were met in a party. She asked students to look at the picture carefully. Then the students had to imagine self-talk or inner dialogue of the people in the party. Hence, they applied the information learned to write down some things they could imagine about what the people were doing. Finally, the learners compared the notes with their partners and the instructor corrected the mistakes.

These pictures were useful and appropriate in relation to the topic and objective of the class because these visual materials were just as a stimulus for discussing, guessing and recognizing the grammatical structure taught. Besides, these

visual materials were appropriate for students' level, age and understanding due to learners are always curious about what they are going to see with the pictures shown.

As a result, these materials awoke student's interest and they paid attention to language acquisition and production. With reference to the quality of this material, the teacher created the pictures very originally. She used different textbook, magazines, and newspaper to find pictures related to the subject. These materials were nice-looking because they were attractive, big, and bright. The students liked and enjoyed the class with these materials used.

Charts

Charts were used in the fifth class to talk about "Future". The objective of this class was to practice "Be going to" and "Will." The teacher started explaining when and how to use the future in the statements. Next, she introduced charts and explained this structure step by step. Once the students understood the subject, the teacher presented another chart. This chart contained information about office schedule. Then, the students had to build sentences using future auxiliaries according the chart exposed.

These detailed tables were pertinent because they contained clear information to develop the subject easily generating the practice of vocabulary and the grammatical structure taught. Besides, charts were convenient for the pupils' level and age because they helped the students to reinforce writing skills. In terms of quality, it was good because the information was clear and its size was suitable for the class.

Handouts

In the third class handouts were used to teach "Gerunds" and the objective was to practice gerunds as subject or as object. The teacher started clarifying the

rules about gerunds. Next, she gave some examples. Once the students acquired new knowledge and understood the lesson, the teacher distributed handouts which contained detailed information about this subject. These materials also included information to complete; for example, read the following sentences and indicate whether each gerund is used as a subject (s), or an object (o).

Handouts were pertinent because they provided specific information about the subject. Also, the items to complete were the key for the learners to recognize the grammatical structure. Additionally, these handouts were appropriate for learners' level, age, and understanding because they helped to support the teaching-learning process, increasing attention and motivation students to follow the development of their jobs. It is important to mention that the teacher used a creative way to reach learners according to students' needs to understand better the topic. The visual material was of a good quality and the information was useful, clear, and specific.

Word cards

Word cards were used in the second class "Verb plus infinitive." The goal of this lesson was to learn the verbs followed by an infinitive. First, the teacher made an explanation about the structure of infinitive. Second, she introduced word cards of verbs which may be followed by an infinitive and pronounced each one of them aloud. Third, she stuck the cards on the board and asked learners to pronounce them correctly.

Next, she removed cards and pointed to the blank space and the students had to say what word card verb was. Then, some volunteer students chose a word card and wrote a sentence with the respective verb. Finally, the students had to write a paragraph using the verbs already studied plus infinitive. The instructor walked around the class making questions and checking mistakes.

The use of word cards in this class was pertinent because the teacher presented verbs in a creative way which helped to discuss the lesson. This was relevant for the learners due to they acquired knowledge about not only how to pronounce the verbs, but also how to write them correctly. Besides, the materials were appropriate for students' level age because they were the main focus in the class, creating a bridge between the student's ideas (internal organization of knowledge) and the newly introduced learning to build a piece of writing. In terms of quality, these materials were created by the teacher, who used different color markers. The size of cards was big enough to be read easily.

Videos

Video was used in the first class which topic was "The passive voice." The objective of this lesson was to learn to use passive voice. The teacher started the class giving an explanation on the subject. Then she played a video. The video allowed the students to know a brief narration about famous person life. The students were very attentive while watching the video. Next, the instructor asked the students to pay special attention to details of the video protagonist's biography. After that the learners finished watching the video the teacher asked them some questions in order to check students' understanding. As students responded positively the teacher asked students to complete handouts with the information learned through this material. She provided some examples to clarify the instructions given. The handouts comprised tasks such as: explain the use of *by* and the purpose of passive voice, rewrite the sentences using passive voice, complete correctly the birthday of the famous person, etc.

These materials were very important because they helped the teacher to facilitate the development the subject. The video and handouts were pertinent since

the application of two materials helped to clarify the learning of learners. Also, these materials were appropriate for learners' level, age and understanding; that is, the video was a fun and interesting way to learn. In this case that video presented all detail description of narration to be discussed. The handouts complemented video since they contained specific questions which helped them to recognize how passive voice was formed and at the same time practice it. The quality of these materials was good the video showed very clear images, the audio was clear, too. The handouts contained specific questions which were related directly with the subject.

Learning styles

It is important to mention that the lesson plan organization is very important for the process of teaching. The teachers should find the appropriate aids and use them in every lesson in order to become the class interesting and motivating for learners; since sometimes the students feel uninterested and even disappointed during the development of the class because they do not adapt to the way they are instructed. For this, the instructor should consider supplementary material in consonance with the students' level, age, and understanding, needs, interests, and aptitude. Hence, as opposed to the traditional method of only using board or talk in the class, the application of supplementary materials will ensure the students' maximal benefit the whole learning process.

In this year, the teacher took in consideration visual and audiovisual materials in the five classes given. As exposed previously, the usage and variation of supplementary materials in teaching is vital. For instance, the use of audio material improves the listening, speaking and communication skills in learners of any age. On the other hand, Berwald (1987) states that realia is essential in teaching, since it

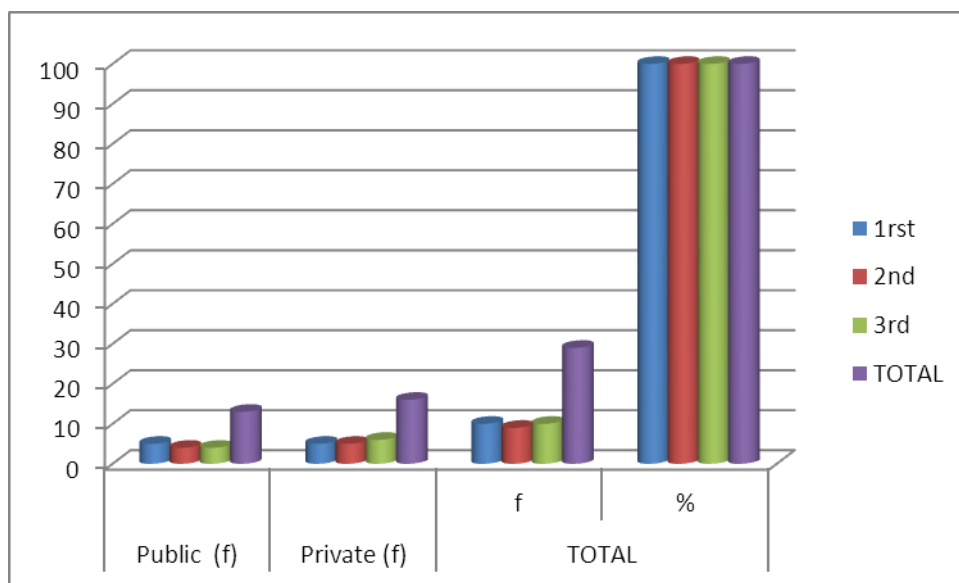
helps to develop topics which easily lead learners to learn issues about culture, vocabulary, and grammatical forms.

The students' survey reported that they liked the use of other different supplementary materials such as power point presentations, songs, videos, movies, realia, and websites because they are more attractive, motivating and funny for them.

On the other hand, the teacher is aware of importance of the use of materials in the class, but as mentioned earlier the high school does not have the supplementary materials enough to work in class taking into account the students' learning styles and applying different teaching techniques.

Quantitative Analysis

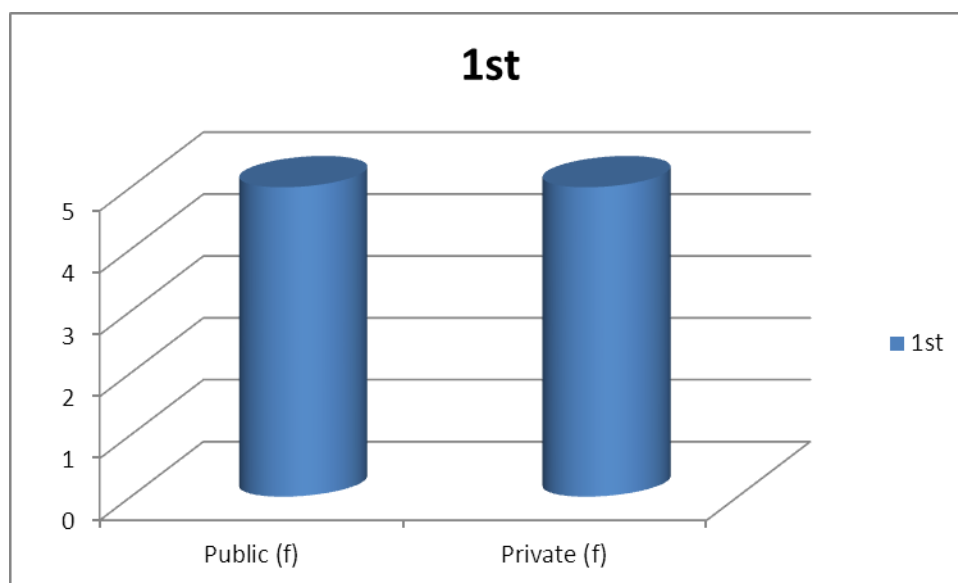
After making a deep description of each one the used materials in the observed classes, it is necessary to make a quantitative analysis in order to show how frequent and varied they were. Thus, it permits us to compare and to know what type of material is the most frequent in public and private high schools.



As the chart shows, the use of supplementary materials was more frequent in the private high school, since the application of them was sixteen times whereas in the public high school it was thirteen times.

Comparative analysis

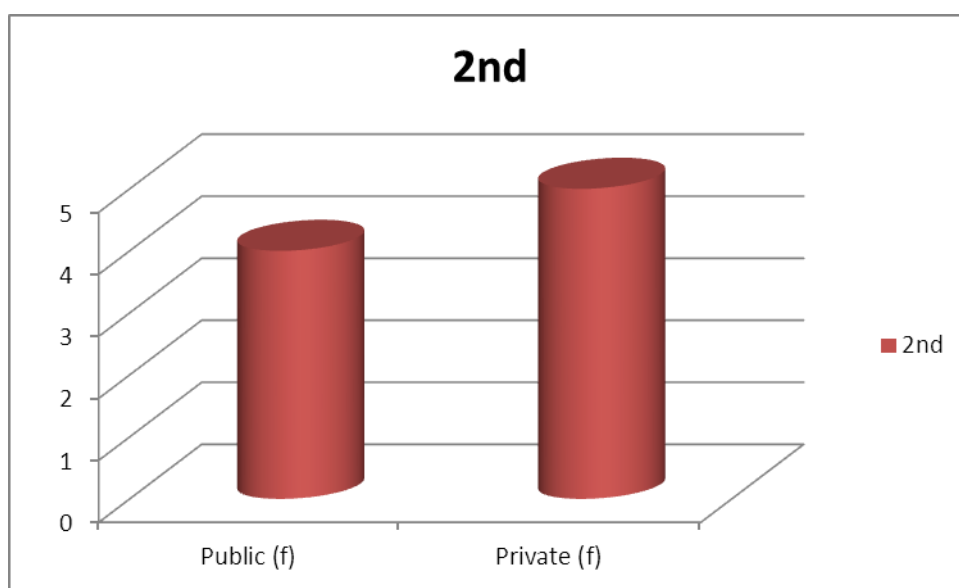
1st Public vs. 1st Private



In the first year of public high school the supplementary materials were used five times. The materials applied in this year were pictures, charts, white board, songs and realia. These mentioned materials were used once in each class. Nevertheless, the teacher did not use other materials such as audiovisual and online resources.

In the same way, the first year of private high school was also used the materials five times. These materials were flashcards, power point presentations, pictures, charts and realia. These materials were used one in each class. In this year the instructor did not use materials such as audio, audiovisual, and online resources. In conclusion, in the public and private senior high schools, the frequency was similar in both public and private senior high schools.

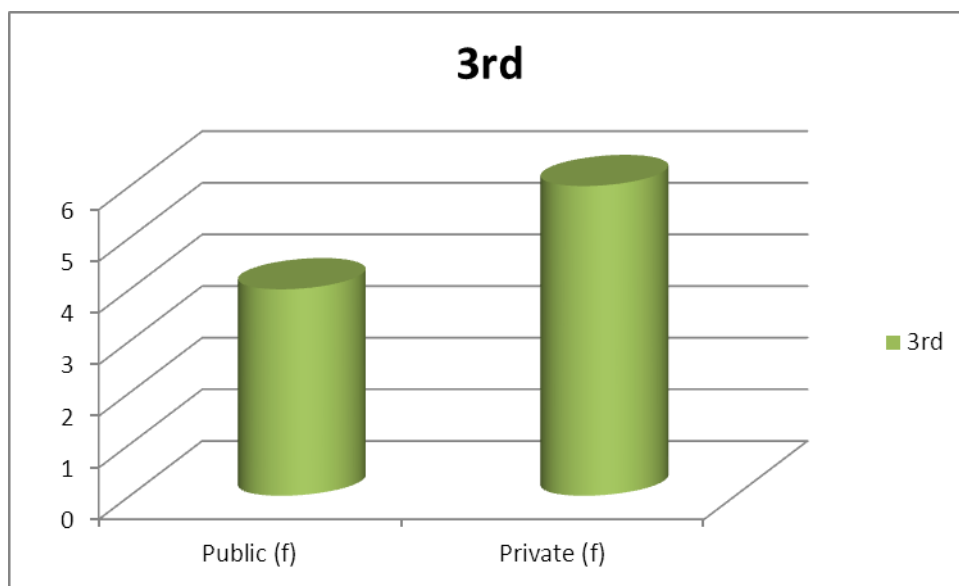
2nd Public vs. 2nd Private



In the classes observed from second year of public senior high school, the supplementary materials were used four times. These materials were maps, pictures, charts, and stories. That is, the teacher did not use other materials such as audiovisual, realia and online resources.

Conversely, in the private senior high school, the materials were used five times. They were power point presentations, pictures, handouts, and realia which were used once in each class; but the instructor did not use other materials such as audio, audiovisual and online. Although the public and private senior high school used varied materials, the use of supplementary material was more frequent in the private high school because the teacher used the supplementary materials five times.

3rd Public vs. 3rd Private



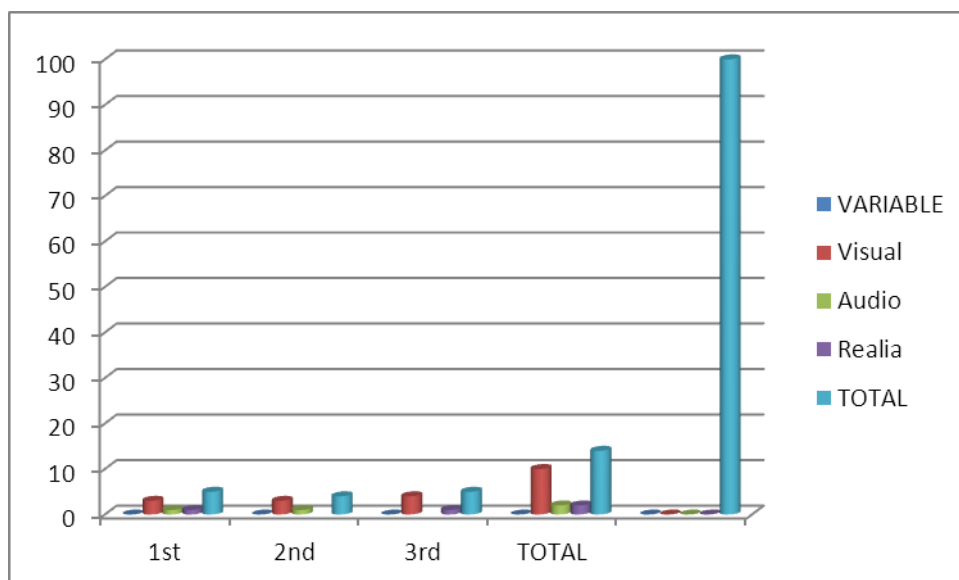
In the third year of public senior high school, the supplementary materials were used five times but they were not varied since they were just pictures, charts

and realia. That is to say that, the teacher did not use audio, audiovisual, and online materials.

In contrast, the third public, the third private senior high school used the supplementary materials six times. The materials applied were pictures, charts, handouts, word cards, videos and realia. In this year were not taken into consideration the audio, realia and online materials.

In consequence, the frequency of the use of the supplementary materials is not similar since in the public senior high school was lower than in the private senior high school. Besides, in the Private senior high school there was observed variety in the application of materials.

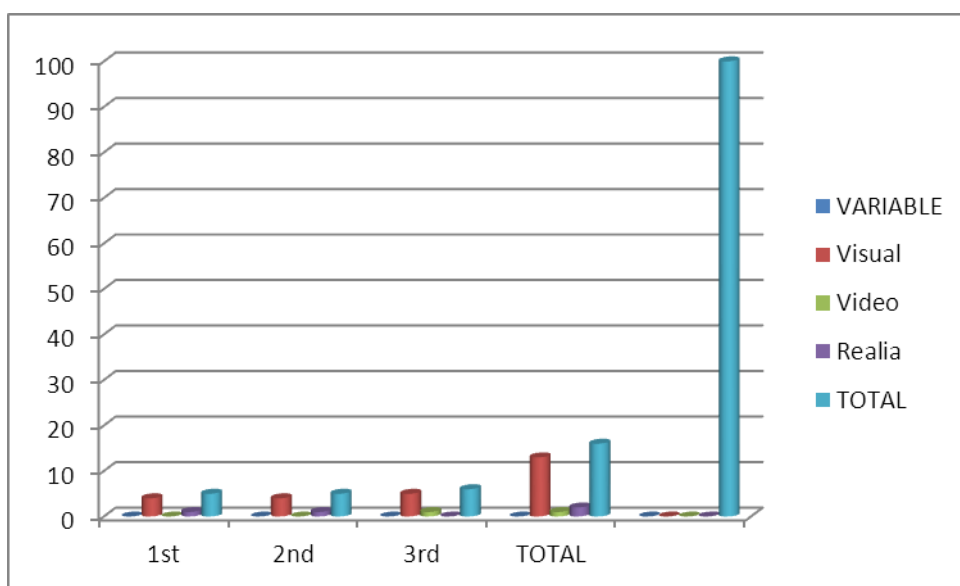
Chart thirteen



In the public senior high school the most used supplementary materials were visual, audio and realia. The visual materials listed were pictures and charts. The pictures were used five times, and the charts were applied three times. The most used audio materials were songs and stories. The song was used one time and the story one time, too. The realia materials were used two times in the classes.

It is noticeable that the teacher did not take into account the differences in the students' learning styles to use other type of materials. Moreover, students' survey revealed that they would like to work with other materials such as power point presentations, handouts, posters, songs, dialogues, videos, movies, documentaries, realia and websites.

Chart fourteen



In the private senior high school the most used supplementary materials were visual and realia. The visual materials were power point presentations, pictures, charts and handouts. The power point presentations materials were used two times. The pictures were used three times. The charts were used two times. The handouts were used four times. The most used realia materials were applied two times in the development of the lessons.

In addition, in the private senior high school, the teacher did not vary the materials. Consequently, the students' survey reported that they considered it would be better if the teacher had used other materials in classes such as, handouts, posters, songs, dialogues, stories, tales, movies, videos and websites materials.

Conclusions

- ❖ In the public senior high school the kinds of the supplementary materials most used in the classes were:

Visual materials, for instance: pictures, charts, and whiteboards. The frequency of these materials was ten times in the classes.

Audio materials such as: songs and stories were applied two times.

And realia materials were also used two times.
- ❖ In the private senior high school the most common used materials were:

Visual materials, for example: flash cards, power point presentations, pictures, charts, handouts, and word cards. The application of these materials was thirteen times.

Audiovisual materials such as: video which was used one time.

Realia materials which frequency was two times

- ❖ In the public and private high schools the visual materials were used more than once in the classes of same year. For example, in 3rd year of public high school the pictures were used many times. Similarly, in 2nd and 3rd years of the private high school the most repeated materials were handouts.
- ❖ In the private high school the use of supporting materials was more varied than in the public high school; those materials were: flash cards, power point presentations, pictures, charts, handouts, word cards, videos and realia.
- ❖ The majority of the supplementary materials were suitable in terms of pertinence since they were directly related with the topic of the lessons helping learners to acquire information and ensure their effectiveness in the whole teaching-learning process into the classes.
- ❖ The analyzed materials such as visual, audio, audiovisual, and realia were appropriate for different students' language level and chronological age because they motivated and captured learners' attention enabling them to reinforce learning process and foster creativity.
- ❖ According to the students' survey, the majority of students liked the used supplementary materials presented by their teachers during the

classes, since those materials made the process of the class easier, more interesting, and even funnier.

- ❖ There were few classes where the application of visual material such as white board was the only resource to teach, but it did not capture students' attention. Therefore, the white board was not an effective tool in the development of the lesson due to the students' lack of motivation.
- ❖ According to the gathered information from the sample of this study, the use of supplementary materials was more frequent in the private rather than in the public senior high school, since in the first one the frequency of its use corresponds to sixteen times, while in the second one is fourteen times.

Recommendations

- ❖ It is necessary that authorities in educational entities provide different and modern supplementary materials to the English teachers thus, these resources would support the instructors to develop and improve the teaching-learning process and the students could learn more easily.
- ❖ Findings of this study suggest that teachers must keep their knowledge updated according to latest developments in the pedagogical field, so

they would find out new techniques and materials to be applied in class.

- ❖ The teachers should always take into account the student's learning styles; once identified the students' preferences, instructors could plan the lessons using the appropriate activities and the best supplementary materials to impart knowledge in the most efficient way.

References

- Araya, K. (2007). *Teaching materials: A critical position about the role they play in the language-classroom*. Costa Rica: Universidad de Costa Rica.
- Aryadoust, S., & Lashkary, H. (2009). "Teaching Aids: Effective in Iranian Students' Lexical Acquisition?" *Asian EFL Journal*, 11, 329-352.
- Berwald, J. (1987, December). Teaching foreign language with realia and other authentic materials. *Eric*. Retrieved from

www.eric.ed.gov/PDFS/ED289367.pdf.

- Binkley, S. (2012). Types of Audiovisual Aids used in teaching Retrieved from *eHow.com* www.ehow.com/about_5108016_types-audiovisual-aids-used-
- Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy* (2nd.ed). New York: Longman.
- Carrie, C. (2005, November 12). The social and cultural context. *Naldic*. Retried from www.naldic.org.uk/ITTSEAL2/teaching/SocialandCulturalContext.
- Dash, N., & Dash, M. (2007). *Teaching English as an additional language*. New Delhi: Atlantic Publishers.
- Denig, S. J. (2004). *Multiple Intelligences and Learning Styles: Two Complementary Dimension*. Retrieved from projects.cbe.ab.ca/central/altudl/FILES/Multiple_
- Derek, T. (2011) *Teaching ESL Learners: Difference between Elementary School, High school and Adults*. *infoBarrel*. Retrieved from www.infobarrel.com/Teaching_ESL_Learners_Difference_between_Element
- Elkılıç, G., & Akça, C. (2008). Attitudes of the Students Studying at Kafkas University Private Primary EFL. Classroom towards Storytelling and Motivation. *Journal of Language and Linguistic Studies*, 4, 1 - 27.
- Griffin, C. (2012). *Invitation to public speaking*. Australia: Wadsworth Cengage Learning.
- Holmes. J. (2008). *An introduction to sociolinguistics*. (3rd. ed.). United Kingdom: Pearson Logman.
- James, J. (2009). Understanding different learning styles. *Secondary content/Learning styles*. Retrieved from <http://secondarycontent.pbworks.com/w/page/9977577/%20Learning>
- Kitao, K. (1996, April, 4). Why do Teach English. *ITESLJ*. Retrieved from

<http://iteslj.org/Articles/Kitao-WhyTeach.html>

Kumar, R. (2006). Teaching of English. New Delhi: Lotus Press

Lin, L. (2010). English Learners' Incidental Vocabulary Acquisition in the Video-based CALL Program. *Asian EFL Journal*, 12, 51-66.

Maniruzzaman, M. (2008). *The use of Audio Aids in the EFL at the tertiary level-a plus or a minus?*

Massey, P., & Lockaby, J. (2001). Using Visuals Effectively in the Distance Education Classroom. *Journal of Southern Agricultural Education Research*, 51, 278-288

McDougald, J. (2005, March 25). The use of modern technology. *Academia.edu*.

Retrieved from independent.academia.edu/JermaineMcDougald/Papers/17548

Omid, A. (2008). Teaching Vocabulary Items through Contextualization and Picture to Elementary Iranian EFL students. *Asian EFL Journal*, 10, 53-77.

Plasher, H. (2008). Learning styles: Concepts and evidences. *Psychological science and the public interest*. Retrieved from online <http://psi.sagepub.com/search>

Saville, M. (2006). *Introducing second language acquisition*. New York: Cambridge University Press, 85-86

Schreiner, E. (2009). Effective Methods of Teaching Adolescents. *eHow*. Retrieved from www.ehow.com/way_5721466_effective-methods-teachingadolescents

Sherman, J. (2006). *Using video in the language classroom*. New York: Cambridge University Press.

Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKL course: the teaching knowledge test*. New York: Cambridge.

Webster, K., Zachariah, M., McFaury, J., & McMullin, L. (2002, Sep 4) Do adults and children learn differently? *OISE/UT*. Retrieved from <http://fcis.oise.utoronto.ca/~dschugurensky/faqs/qa9.html>

Annexes

Chart one: Type of Supplementary material used in Public high school

Variable	Indicators	Yes	No
Visual	Flash cards		
	Power point presentations		
	Maps		

	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White/black board		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		

Author:

Source:

Chart two: Type of Supplementary material used in Private high school

Variable	Indicators	Yes	No
Visual	Flash cards		
	Power point presentations		
	Maps		
	Pictures		

	Charts		
	Handouts		
	Posters		
	Word cards		
	White/black board		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		

Author:

Source:

Chart three: Pertinence and Appropriateness of the supplementary materials 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 / black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Author:

Source:

Chart four: Pertinence and Appropriateness of the supplementary materials 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 / black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Author:

Source:

Chart five: Pertinence and Appropriateness of the supplementary materials 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 / black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Author:

Source:

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

Variable	Indicators	1st. Class		2nd. Class		3rd. Class		4th. Class		5th. Class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards.										
	power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										

	Posters										
	word cards										
	white / black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Author:

Source:

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

Variable	Indicators	1st. Class		2nd. Class		3rd. Class		4th. Class		5th. Class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards.										
	power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										

	Posters										
	word cards										
	white / black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Author:

Source:

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

Variable	Indicators	1st. Class		2nd. Class		3rd. Class		4th. Class		5th. Class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards.										
	power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										

	Posters										
	word cards										
	white / black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Author:

Source:

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

Variable	Indicators	Public	Private
Visual	Flash cards.		
	power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		

	word cards		
	white / black board		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	objects (toys, plants, fruits)		
Online	Websites		
TOTAL			

Author:

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

Variable	Indicators	Public	Private
		f	f
Visual	Flash cards.		
	Power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		

	Posters		
	word cards		
	white / black board		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	objects (toys, plants, fruits)		
Online	Websites		
TOTAL			

Author:

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

Variable	Indicators	Public	Private
		f	f
Visual	Flash cards.		
	power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		

	Posters		
	word cards		
	white / black board		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	objects (toys, plants, fruits)		
Online	Websites		
TOTAL			

Author:

Chart twelve: Frequency of use of supplementary

Years	Public (f)	Private (f)	TOTAL	
			f	%
1rst				
2nd				

3rd				
TOTAL				

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	Flash cards.					
	power point presentations					
	Maps					
	Pictures					
	Charts					
	Handouts					

	Posters					
	word cards					
	white / black board					
Audio	Songs					
	Dialogues					
	Stories					
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	objects (toys, plants, fruits)					
Online	Websites					
TOTAL						

Author:

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	Flash cards.					
	power point presentations					
	Maps					
	Pictures					
	Charts					
	Handouts					

	Posters					
	word cards					
	white / black board					
Audio	Songs					
	Dialogues					
	Stories					
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	objects (toys, plants, fruits)					
Online	Websites					
TOTAL						

Author:

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS Nº _____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

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

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

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

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

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

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

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

Was it elaborated and applied with creativity and originality? yes ___ no ___ Why?

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

(For example, activates participation, awakes students' inters and curiosity)

How do you consider the quality of the used material?

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS Nº _____

GRADE: _____

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

Anexo N° 7

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

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

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

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

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

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

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

Why?
