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

Research done in order to achieve  
the Bachelor's Degree in Teaching  
English as a Foreign Language

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

Loja, Febrero del 2012

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February, 2012

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VILMA VERA FIGUEROA

AUTHOR

## DEDICATION

This thesis is dedicated to my father and mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

## ACKNOWLEDGEMENTS

I am deeply grateful to God and to my mother, Clemencia, who has been a source of encouragement and inspiration to me throughout my life.

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## TABLE OF CONTENTS

Certification.....	ii
Contrato de cesión de derechos.....	iii
Authorship.....	iv
Dedication.....	v
Acknowledgements.....	vi
Table of Contents.....	vii
Abstract.....	1
Introduction.....	2
Method.....	4
Discussion	
Literature Review .....	5
Results.....	23
Description, Analysis and Interpretation of Results.....	35
Conclusions.....	52
Recommendations.....	54
References.....	55
Annexes.....	56

## **ABSTRACT**

This research was conducted to determine and compare the type of supplementary material in EFL classes in a public and a private high school. The private high school is bilingual and the students receive twenty hours of English classes weekly. The students of the public high school receive four hours of English classes per week. The students were from the 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades and their ages were from 11 to 15 years old.

The research combines the quantitative and qualitative methods. The quantitative method was used to compare the frequency of use of supplementary materials among public and private high schools. The qualitative method was used to get descriptions of class observations. In addition, surveys were given to the teachers and students to get information about their perceptions of the materials used in classes.

This research determined that the most common type of supporting materials used in public high school was the whiteboard; this material was used in almost all the observed classes. On the other hand, teachers of the private high school used different types of materials.

## **INTRODUCTION**

The teaching of English demands that teachers apply methodological approaches to cover their goals in the learning process. However, this does not fulfill the objectives thoroughly; for this reason, teachers accomplish their work with additional resources that help them to improve the teaching-learning process. At this point supplementary materials emerge in the teaching and learning interaction.

According to Harmer (1994) teaching aids help teachers make their classes more interesting and motivating if they select and take them into a planned class correctly. It is relevant to highlight that the selection and use of supplementary material is not a haphazard decision. Teachers must consider a range of factors such as the topic, the objectives, and the content of the class; then, adjust them up or down according to students' needs, having as a result motivated and engaged students in a comfortable, warmhearted and challenging learning atmosphere.

Taking into account that students learn in different manners, teachers should consider this diversity when teaching the target language and when choosing their materials trying, at the same time, to keep a balance among students' language learning needs, preferences, motivations, and expectations. In addition, some studies prove that the use of supplementary materials in EFL classes is a wonderful tool for teaching.

A research conducted by Kelsen (2009) discovered that the students found interesting, relevant, and beneficial and motivating the use of Youtube as supplementary material in class. Another research conducted by Sumarni (2008) showed that the use of realia increases the students' vocabulary, they had a better memorization and they understood the new words quickly.

Similarly, Shu-Mei, G., Jonas, C., & Hsin, T. (2009) conclude in their research that the use supplementary materials enhance listening and speaking skills. For this reason the authors suggest that more and diverse materials should be used to expand students' learning capacity.

The theme of this study is "The use of the supplementary materials in EFL classes: A comparative analysis of public and private high schools" and it is focused on achieve three main objectives. The first is to identify and analyze supporting materials used in EFL public and private high schools. The second objective is to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence, appropriateness and quality. The third objective is to determine the frequency and variety of the supplementary material used in the observed public and private high schools.

The beneficiaries of this study will be teachers, students and authorities of the two high schools who will improve the teaching process. Current and future researchers could contribute to the topic

by doing an extensive exploration of the use of supplementary materials in EFL classes.

This study is limited by the fact that the sample size was small, only thirty students were surveyed. It was not represent the majority of the students. Therefore, only three public and three private high school courses were observed during classes, it was not permit to generalize the results, the study should have involved more participants.

## **METHODOLOGY**

This research was conducted in order to determine the type of supplementary materials used in EFL as well as to compare the frequency of use of supplementary materials among public and private high schools. In order to answer the research goals, the data was collected by observing real English classes.

The research was conducted in a public and a private high school located in Guayaquil. A total of total of thirty classes were observed in the two educational institutes to determine the type and compare the supporting materials used. The participants were thirty students from 8<sup>th</sup>, 9<sup>th</sup> , and 10<sup>th</sup> grades and their ages were between 11 to 15 years old. In addition, teachers of both high schools were interviewed; most of them taught in different classrooms the same subject.

The private high school was bilingual and the students received six hours of English classes weekly according to their proficiency level. In addition, the students received two hours of Reading and Science classes per week. The number of students in each classroom was around 28-32 approximately and they were female between 11-15 years old, their native language was Spanish, and their socio-economic status was middle class.

The public high school was not bilingual and students belonged to a lower social and economic class. Each classroom had

an average of 70 -80 female students of 11 to 15 years old; they received two hours of English classes weekly

The qualitative method was used to get detailed descriptions about the type and the use of the supplementary materials in the observed classes. The quantitative research was used to compare the frequency of use of supplementary materials between the public and the private school high school.

In order to gather the data for this research, five classes were observed in each grade of both high schools. The information of the type of material used in each class was registered in an observation sheet and the specific details of each class in terms of pertinence and appropriateness of the used materials were registered in a description sheet. After each class, the teacher was interviewed to know his/her opinion about the use of supplementary materials in relation to students' learning styles. In addition, a student from each observed class was selected to answer a survey about the use of supplementary materials in each observed class. The students' survey allowed the researcher to explore learners' perception of the materials used in relation to motivation and level of comprehension of the topics taught in each lesson.

Once the thirty classes were observed in each high school, the information about the pertinence and appropriateness of each material was tabulated in six tables, one table per grade for each high school; this information was used to perform the qualitative analysis.

After the tabulation was finished, the frequency of use of each supplementary material was calculated by adding the number of materials used in each grade of the public and private high school. This information was used to perform the comparative analysis of the use of materials between the public and private high school.

After all the information was gathered and tabulated, and the frequencies of use of the materials were computed; it was necessary to carry out a descriptive and a comparative analysis of the materials used in each observed class. The purpose of the descriptive analysis was to provide information about the type of the supplementary material used in EFL classes in relation to the topic and objective of the lesson; in the same way, this analysis described if the material was appropriate or not to the age and level of comprehension of the students.

The comparative analysis was focused on comparing the frequency of use of supplementary materials between the public and private high schools. It gives a criteria based on observations, interviews and surveys.

## **DISCUSSION**

### **Literature Review**

The use of supplementary material in EFL classes plays a vital role to achieve a successful learning and motivated classes. Dash (2007) explains that didactic materials can create a real meaning of the words and join abstract concepts with concrete experiences. There are a wide variety of aids to choose but the selection and application imply a crucial decision for teachers due to some aspects must be taken into account. In this section, some topics related to this will be analyzed; teaching a foreign language, learner differences, learning styles, teaching techniques and contexts, the role of supplementary material as well as a preview of theoretical studies.

#### *Teaching a foreign language*

Kumara (1994) explains that teaching a foreign language refers to teach a language in a non-native-speaking region. In addition, Ediger, Venkatta, & Brashkara (2007) declare that teaching a foreign language implies to teach language skills that are acquired only through practice but there is a barrier in the process.

In the case of the mother tongue, the child gets sufficient practice in his daily environment due to language is used at home, in the playground, at school, everywhere; motivation is urged to learn the language. In contrast, the foreign language is learnt usually in

formal classroom without those natural resources to practice the language.

Consequently, the classroom activities objective is to provide a similar environment with sufficient motivation to vanish that barrier through carefully selected language material. Regarding this, Murado (2010) suggests that an important aspect of foreign language teaching is the planning of using materials because how they are used determines the activity, how students learn and the classroom environment.

The environment the learning experience creates a state of relaxation and participation that benefits students and the teacher. It is essential to create a lively rhythm of participation in various activities that will cause all students make their contributions.

### *Learners*

Woolfolk (2007) declares that people from different ages have different needs and brain works in different forms so that teachers are forced to know how children, adolescents and adults learn.

According to Brown (2002) children have all five senses stimulated so they take information from everything around them with enthusiasm and curiosity. Their understanding comes not from explanations, but also from what they see, hear and touch so teaching abstract terms is not appropriate for them, so that we recommend to use audiovisual aids like videos, pictures, tapes, music in children classes.

Harmer (2007) says that children learners are more successful in naturalistic context so that a classroom for children should be bright and colorful, with windows the children can see out of, and with enough activities to be taking place, changing their activity every ten minutes or so, puzzle like activities, drawing things, games, and physical movement or in songs.

Harmer (2005) says that adolescents search individual identity so he recommended forging the identity among classmates and friends. Also he talks about what he calls the sense of an “imaginary audience”, the feeling that everyone is watching, adolescents believe that others are analyzing them so that one of the most important concerns of the secondary school is to keep self-esteem high by avoiding embarrassment of students at all costs, affirming their talents and strengths, allowing mistakes and other errors.

On other hand, Woolfolk (2007) suggests that adolescents demonstrate hypothetic-deductive reasoning so that she proposes to give students the opportunity to explore many hypothetical questions through visual sophisticated graphs and diagrams to enhance their reasoning, opposing or defending a topic, solve problem, using aids materials and ideas relevant to the student’s life.

Moreover, Brown (2002) says that during adolescent age intellectual processing is increasingly so that complex problems can be solved with logical thinking. This means that the success of

linguistic analysis could be reached. Although, it depends of the attention a learner places on the task. And he advises teachers to motivate student's attention.

More recent research in neurology has demonstrated that adults have superior language learning capabilities (Walsh and Diller, 1978).The advantage for adults is that the neural cells responsible for semantic relations and grammatical sensitivity develop with age. Especially in the areas of vocabulary and language structure, adults are actually better language learners. Older learners have more highly developed cognitive systems, are able to make higher order associations and generalizations.

According to Brown (2007) adults have a need for sensory input; they can integrate new language input with their already substantial learning experience. Therefore, one of the secrets adult classes is their appeal to multiple senses; during the learning process never underestimate the use of realia, flashcards and other supplementary material to adult second language learning.

Likewise, Harmer (2005) agrees that adults' learners can engage with abstract thought because they have a whole range of life experiences, which allow teachers to use a various activities with them. They have expectations about the learning process and may already have their own set patterns of learning. They are more disciplined than some teenagers; they are prepared to struggle on

despite boredom. Always have a clear understanding of why they are learning and what they want to get.

In addition, he says that adults can work some activities that involve experiences from their lives and develop learning objectives that are congruent with their current and idealized self concept. Although they are not free of problems because they are critical of teaching methods, their previous learning experiences may have predisposed them to one particular methodological style which makes them uncomfortable with unfamiliar teaching patterns.

#### *Learner differences*

Brown (2002) points out that people are different in intelligence, socioeconomic status, culture and gender so that certain combinations of these factors place students at risk of not being able to take full advantage of their educational experience.

This author states that the first difference; intelligence, refers to the ability to think and reason abstractly, to solve problems, and to acquire new knowledge , and the most common response to this difference has been to group students according to their abilities.

The second difference that he refers is socioeconomic status; this includes parents' income, occupation, and level of education, and it can strongly influence student attitudes, values, background experiences, and school success.

The third difference is culture, this helps determine the attitudes, values, customs, and behavior patterns a child brings to

school. The match between a child's culture and the school has a powerful influence on school success. Culturally responsive teaching creates links between a student's culture and classroom instruction.

Finally, gender differences are caused primarily by different treatment of boys and girls. Teachers can minimize achievement differences by treating boys and girls equally and by actively combating gender stereotypes in their teaching.

He concludes that effective teachers hold in mind these differences and use a variety of interactive instructional and motivational strategies, and demonstrate caring through sincere interest in students' lives.

Harmer (2007) reaches agreement with Brown. He says that learners are different and adds that there are differences in the ways individual brains learn, basing it on two theories that show the individual variation; Multiple Intelligence and Neuro-linguistic programming.

In Neuro-linguistic theory we use a number of primary represent systems to experience the world, this systems stands for; visual, auditory, Kinaesthetic, Olfactory, and Gustatory. People use all these systems to experience the world, however have one preferred primary system. For example, some people are particularly stimulated by music when their preferred primary system is auditory.

In Multiple Intelligence theory, which was introduced by Gardner, he suggests that as humans we do not possess a single

intelligence, but a range of intelligences; Musical, Verbal, Visual, Bodily, Logical or Mathematical, Interpersonal and Intrapersonal. He said that people have all these intelligences but in each person one or more of them is more pronounced. For example, that a typical occupation for people with a strength in logical-Mathematical intelligence is that of the scientist.

Furthermore, Wollfolk says that the same learning task may not be appropriate for all students, for example if we have a linguistic learner, he likes reading, he is good at memorizing names, places, dates, and learns best by saying hearing and seeing words. It is important to take account in teaching with different learners.

### *Motivation*

According to Saville (2006) there are integrative and instrumental motivations. Integrative is based on interest in learning a foreign language because a desire to learn about or associate with the people who use it, or because of an intention to participate in the foreign language using speech community; in any case, emotional or affective factors are dominant. Instrumental motivation involves perception of purely practical value in learning the foreign language, such as business, prestige, and power, accessing scientific and technical information.

Another author that refers to motivation is Harmer (2007), who suggests that motivation depends on how much value or stimuli the individual places on the outcome he or she wishes to achieve.

Students bring with the motivation to get a new language into the classroom, it just needs to be stimulated with adequate materials.

Besides, Woolfolk states that if we consistently reinforced for certain behaviors, we may develop habits or tendencies to act in certain ways with positive classroom climate and caring student-teacher relationship to the development of student motivation.

### *Learning styles*

Saville (2006) supports that learning styles refer to individuals' preferred way of processing; perceiving, conceptualizing, organizing and recalling information. The selection from among possible preferences to learn is strongly influenced by the nature of their motivation and personality as well as by specific contexts and opportunities for learning.

Regarding this, Harmer (1994) classifies learning styles in four groups: Converges, are students who are by nature solitary, prefer to avoid group, and are independent and confident in their own abilities, they are analytic and can impose their own structures on learning, they tend to be cool and pragmatic.

Conformists, are students who prefer to emphasize learning about language over learning to use it, they tend to be dependent on those in authority and are perfectly happy to work in non-communicative classrooms, doing what they are told. A classroom of conformist is one which prefers to see active, well-organized and creative teachers.

Concrete learners, are interested in language use and language as communication rather than language as system and enjoy games, debates and group work in class.

Finally, communicative learners show a degree of confidence and a willingness to take risks. They are much interested in social interaction with other speakers of the language than they are with analysis of how the language works, they are perfectly happy to operate without the guidance of a teacher.

Another dimension supported by Wollfolk (2007) learning styles are determined by preferences for particular learning environments, for example where, when, with whom, or with what lighting, food, or music you like to study. As a result, it is dangerous and incorrect to assume that every individual in a group shares the same learning styles.

#### *Teaching techniques*

Dhand (2008) alleges that teaching techniques involve to the day to day activities which the teacher may design for a particular lesson. They may include group discussion, the use of the textbook, or field tripping because the interaction active the role play in the classroom, and Dhand suggests that the following techniques create an active role play when instructors are teaching adolescents.

The Brainstorming technique is used for generating any and all possible solutions to a problem, encouraging students to come up with creative exciting and radical ideas without fear of criticism,

generating spontaneous reactions to an issue(s) and finding solutions to specific problems.

Cartoon is a typical humorous drawing found in a newspaper or magazine. Newspapers are an inexpensive source for all types of cartoons. Cartoons act as a motivational tool, they inspire, excite and develop positive attitudes towards learning which fun is, and they develop basic skills, promote creativity and imagination, promote integration of subject areas and promote group work and discussion.

Audio Visual techniques can also be used in a variety of ways: singly, a number of pictures sequentially, or a number of pictures without any sequence. A story can be substituted with a sequence of pictures, or else learners can be asked to make a story with a jumble of posters. The various modes of use depend on the purpose. And this technique provides students information about physical properties of people, places and events or ideas; the order in which things have happened or are happening; cause and effect and the past.

Audio Recording technique offer to the students a relevant connection between content and real life. Pre-recordings of events such as news broadcast, political speeches or debates and relevant talk shows can add interest and controversy to otherwise mundane and irrelevant subject matter. Students feel very interested in those type audio recording activities.

In Audio-book, a book is read with added sound effect and recorded. These can help individual students get through understand a novel, instill interest in a novel or topic being studied, and provide the basis for remedial activities, they function as the building exercises, listening exercises, brainstorming exercises and role-playing activities.

Mishra (2007) agrees with Dhand that techniques are the teacher's magic wand. They help put teaching methods into use through appropriate and adapted activities. And add some useful techniques when teaching teenagers. The author states that teenagers love music because it is a way for them to express themselves and learn at the same time, so music techniques become an excellent tool for teachers.

In addition, this author says that group work, games, role-playing and acting techniques are good to work with teenagers due to adolescents are social even though they may be quite self-conscious, they crave relationships and peer interaction. Also, these techniques allows them to vent their feelings in a safe way as it can be perceived as just a "role" that a student is playing and not their true selves. Moreover, teenagers are competitive in that they like to show off and win in groups.

#### *Different teaching contexts*

Saville (2006) states that the context of teaching includes anything in the surrounding environment: physical, social,

institutional and personal, that influences teaching and learning. The environment includes where teaching occurs.

On other hand, Harmer (2001) says that language teaching traditionally involves a teacher and a student or students bring in the same physical space. However, the development of high-speed Internet access has helped to bring about new virtual learning environments in which students can learn even when they are literally thousands of miles away from a teacher or other classmates.

A special teaching context is that of an individual student working alone with a teacher over a period of hours, this is “private class”; it is commonly specially for business students. This have considerable advantages over classes for example a teacher is focused exclusively on one person, and the student has opportunities to do all the student speaking, rather receive a fraction, teacher can design content with student’s need and interests, learning styles what kind of stimulus (visual, audio, etc) use.

Leod (2000) adds that teaching occurs; by structural, sociocultural, biographical and historical context. In structural context, it refers national curriculum. Sociocultural context represents the environment, which includes "demographic, social, political and economic conditions, traditions and ideologies, and events. Biographical context represents each individual’s personhood formed in social circumstances that include their experiences, interactions with other individuals. And finally, historical context

includes acknowledges, past events and experiences, which are potential context for subsequent ones.

### *Supplementary material*

Supplementary materials are those materials which are quite helpful in improving the quality of teaching and learning. These aids are supplementary devices by which the teacher tries to: clarify doubts, teach new concepts or words, establish new ideas, make interpretations, ensure correct appreciation of facts, reteach and improve his instruction.

Supplementary materials have great importance in the teaching of English because of the sensory experiences they provide to children. According to Dash true education of the intellect can only come through a proper exercise and training of bodily organs, hands, feet, eyes, ears, and nose.

Research done by Cobun (1968) indicates that 100% learning occurs when teaching appeals to all the senses of the learner. The role of supplementary material is to stimulate children's interest towards the learning task, imagination, of events, the power of observation and motivation for further knowledge. They help to reduce meaningless and excessive verbalism on part of the teacher.

Supplementary materials provide direct, first-hand and vicarious experiences about people, places, objects and happenings. They help to elicit pupil's participation in the teaching learning process and create a better environment into the classroom.

*Visual* supplementary materials are those aids which appeal to the sense of vision or the eye. These are the aids in which children can see something- some picture, a chart, a graph, an object, some specimen, a model, etc.

*Audios* are those aids which appeal to the sense of hearing of the ear. These are the aids by means of which children can hear something-some speech, a song, an event, a sound, a narration, a story or a recitation.

*Audio Visuals* are those aids which appeal to both the eye and the ear. These are the aids which help children to see and hear something; these aids present both the sound and the vision as in case of television.

*Online* is the use of email for English teaching and give the possibility for actual communication with individuals around the world. Provide the opportunity for reading and writing on topics of interest.

*Realia* are real-life objects that enable students to make connections to their own lives. Examples include bank deposit slips and check registers for a unit on banking or photos, recordings and clothing.

Kelsen (2009) conducted a quantitative study to explore what were the students' perceptions about using YouTube as a supplement in an EFL class. During the research, material from YouTube website was used to supplement the textbook. All Youtube

videos clips were shown in regular class time and the students were engaged in a number of activities, including: completing various cloze worksheets, split viewing, watch and tell the story, and viewing to answer specific questions and spark discussions. And at the end of the research students answered a survey and the results showed that, generally speaking, students found the experience of using YouTube to be interesting, relevant, and beneficial and motivating in class.

In order to determine whether audiovisual aids have any effect on learning vocabulary of EFL learners, Barani, G., Mazandarani, O. & Hassan, S. (2010) executed a quantitative research, they divided the subjects in two groups; experimental and control group. They administered a vocabulary pre-test in both groups to establish what words were unknown.

During the study, the researcher taught all these unknown words through audiovisual aids to the experimental group, and the control group received classes without audiovisual aids. The results showed that audiovisual aids have a significant effect on vocabulary learning because the experimental group has been increased their vocabulary in comparison with the control group.

Similarly, Sumarni (2008) conducted a study to reveal if realia increase the students' vocabulary. The researcher observed the student's activities while teaching learning process occurred. She gave pre test and post test to know the student's ability in vocabulary

before and after teaching vocabulary using realia. And finally, the researcher interviewed the students as respondents to know their response to the teaching vocabulary by using realia.

The results showed that by using this method the students had a better memorization and understanding of the words. Most of the students were interested in listening to the teacher explanation, looked very enthusiastic, and tried to answer every teacher's question. Learners feel that they are learning a target language as it is used outside the classroom.

The author concludes that the use of realia provides the real object as a media in teaching vocabulary and providing pictures which are related to the objects. The advantages of using realia in teaching vocabulary for the students are: increasing the student's memory about the vocabulary given, increasing the understanding of the students and decreasing the monotonous teaching learning process, learners interact with the real language and content rather than the form.

Shu-Mei, G., Jonas, C., & Hsin, T. (2009) carried out a study to know if supplementary materials can be used to enhance listening and speaking skills of EFL learners. The method was quantitative and the participants were divided in two groups; experimental and control group, a pre-test was taken for both groups, and the experimental group was submitted to English classes using supplementary materials.

At the end of the term, in order to exam the general learning results, a post-test was carried out. The findings indicate the effectiveness of adopting supplementary materials to enhance skills. And the author concludes that supplementary materials are suggested to expand students' learning capacity, more and diverse materials should be used to supplement the existing textbook in the listening and speaking course.

Schell, Ferguson, Hamoline, Shea, & Thomas, (2009), supported by a study, demonstrated how visual aids influence teaching and learning process. In the process, the students were invited to choose some photographs, and then they had to analyze, interpret and present Power Points. The presentations incorporated a brief explanation of the significance of the image. The researchers observed the presentations of the students. The results of the study demonstrated immense knowledge translated from visual images to the students.

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

Author: Vilma Vera Figueroa

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

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

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

Author: Vilma Vera Figueroa

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

**Chart Three:** Pertinence and Appropriateness of the supplementary material used in Public high school.

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		Pert	Approp								
<b>Visual</b>	Flash cards										
	Power point presentations										
	Maps										
	Pictures	√	√								
	Charts			√							
	Handouts										
	Posters										
	Word cards										
	White/Black Board						√				
<b>Audio</b>	Songs										
	Dialogues										
	Stories										
	Tales										
<b>Audiovisual</b>	Videos										
	Movies										
	Documentaries										
<b>Realia</b>	Objects (toys, plants, fruits)										
<b>Online</b>	Websites										

Author: Vilma Vera Figueroa  
 Source: 8<sup>th</sup> grade

**Chart Four:** Pertinence and Appropriateness of the supplementary material used in Public high school

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		Pert	Approp								
<b>Visual</b>	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/Black Board	√	√		√			√			
<b>Audio</b>	Songs										
	Dialogues										
	Stories										
	Tales										
<b>Audiovisual</b>	Videos										
	Movies										
	Documentaries										
<b>Realia</b>	Objects (toys, plants, fruits)										
<b>Online</b>	Websites										

Author: Vilma Vera Figueroa  
 Source: 9<sup>th</sup> grade

**Chart Five:** Pertinence and Appropriateness of the supplementary material used in Public high school

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		Pert	Approp								
<b>Visual</b>	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/Black Board	√	√	√		√				√	√
<b>Audio</b>	Songs										
	Dialogues										
	Stories										
	Tales										
<b>Audiovisual</b>	Videos										
	Movies										
	Documentaries										
<b>Realia</b>	Objects (toys, plants, fruits)										
<b>Online</b>	Websites										

Author: Vilma Vera Figueroa  
 Source: 10<sup>th</sup> grade

**Chart Six:** Pertinence and Appropriateness of the supplementary material used in Private high school

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		Pert	Approp								
<b>Visual</b>	Flash cards					√	√				
	Power point presentation										
	Maps										
	Pictures	√	√					√	√		
	Charts										
	Handouts			√							√
	Posters										
	Word cards										
	White/Black Board	√	√			√	√				
<b>Audio</b>	Songs										√
	Dialogues										
	Stories										
	Tales										
<b>Audiovisual</b>	Videos			√	√						
	Movies										
	Documentaries										
<b>Realia</b>	Objects (toys, plants, fruits)										
<b>Online</b>	Websites										

Author: Vilma Vera Figueroa  
 Source: 8<sup>th</sup> grade

**Chart Seven:** Pertinence and Appropriateness of the supplementary material used in Private high school

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		Pert	Approp.	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
<b>Visual</b>	Flash cards										
	Power point presentations										
	Maps	√									
	Pictures										
	Charts			√	√						
	Handouts										
	Posters										
	Word cards										
	White/Black Board					√	√				
<b>Audio</b>	Songs										
	Dialogues			√	√						
	Stories							√	√		
	Tales										
<b>Audiovisual</b>	Videos										
	Movies										
	Documentaries										
<b>Realia</b>	Objects (toys, plants, fruits)									√	√
<b>Online</b>	Websites										

Author: Vilma Vera Figueroa

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

**Chart Eighth:** Pertinence and Appropriateness of the supplementary material used in Private high school

Variable	Indicators	1 <sup>st</sup> class		2 <sup>nd</sup> class		3 <sup>rd</sup> class		4 <sup>th</sup> class		5 <sup>th</sup> class	
		Pert	Approp								
<b>Visual</b>	Flash cards										
	Power point presentations										
	Maps										
	Pictures									√	√
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/Black Board							√	√		
<b>Audio</b>	Songs										
	Dialogues										
	Stories			√	√						
	Tales										
<b>Audiovisual</b>	Videos										
	Movies										
	Documentaries										
<b>Realia</b>	Objects (toys, plants, fruits)										
<b>Online</b>	Websites										

Author: Vilma Vera Figueroa  
 Source: 10<sup>th</sup> grade

## QUANTITATIVE TABULATION

**Chart Nine:** Frequency of use of supplementary material in 8<sup>th</sup> grade

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards	0	0	1	11.11%
	Power point	0	0	0	0
	Maps	0	0	0	0
	Pictures	1	20%	2	22.22%
	Charts	1	20%	0	0
	Handouts	0	0	2	22.22%
	Posters	0	0	0	0
	Word cards	0	0	0	0
	White/black board	3	60%	2	22.22%
	Audio	Songs	0	0	1
Dialogues		0	0	0	0
Stories		0	0	0	0
Tales		0	0	0	0
Audiovisual	Videos	0	0	1	11.11%
	Movies	0	0	0	0
	Documentaries	0	0	0	0
Realia	Objects (toys, plants,	0	0	0	0
Online	websites	0	0	0	0
<b>TOTAL</b>		<b>5</b>	<b>100%</b>	<b>9</b>	<b>100%</b>

Author: Vilma Vera Figueroa

**Chart Ten:** Frequency of use of supplementary material in 9<sup>th</sup> grade

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards	0	0	0	0
	Power point	0	0	0	0
	Maps	0	0	1	16.66%
	pictures	0	0	0	0
	Charts	0	0	1	16.66%
	Handouts	0	0	0	0
	Posters	0	0	0	0
	Word cards	0	0	0	0
	White/black board	5	100%	1	16.66%
	Audio	Songs	0	0	0
Dialogues		0	0	1	16.66%
Stories		0	0	1	16.66%
Tales		0	0	0	0
Audiovisual	Videos	0	0	0	0
	Movies	0	0	0	0
	documentaries	0	0	0	0
Realia	Objects (toys, plants,	0	0	1	16.66%
Online	websites	0	0	0	0
TOTAL		5	100%	6	100%

Author: Vilma Vera Figueroa

**Chart Eleven:** Frequency of use of supplementary material in 10<sup>th</sup> grade

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards	0	0	0	0%
	Power point	0	0	0	0%
	Maps	0	0	0	0%
	pictures	0	0	1	16.66
	Charts	0	0	0	0%
	Handouts	0	0	0	0%
	Posters	0	0	0	0%
	Word cards	0	0	0	0%
	White/black board	5	100%	2	33.33
Audio	Songs	0	0	0	0%
	Dialogues	0	0	1	16.66
	Stories	0	0	1	16.66
	Tales	0	0	0	0%
Audiovisual	Videos	0	0	0	0%
	Movies	0	0	1	16.66
	documentaries	0	0	0	0%
Realia	Objects (toys, plants,	0	0	0	0%
Online	websites	0	0	0	0%
TOTAL		5	100%	6	100%

Author: Vilma Vera Figueroa

**Chart Twelve:**

<b>Grades</b>	<b>Public (f)</b>	<b>Private (f)</b>
<b>8<sup>th</sup></b>	5	9
<b>9<sup>th</sup></b>	5	6
<b>10<sup>th</sup></b>	5	6
<b>TOTAL</b>	<b>15</b>	<b>21</b>

Author: Vilma Vera Figueroa

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

This section comprises the analysis, presentation and interpretation of the findings resulting from this study. The analysis and interpretation of data was carried out in two phases. The first part is a qualitative analysis, which deals with descriptive interpretation and it is focused on giving details about the type, characteristics, pertinence and appropriateness of the supplementary material used in classrooms of the public and private high schools. The second part is a quantitative analysis, which compares the frequency of use supplementary material between public and private high school classrooms.

### *Descriptive Analysis*

#### *Public High School*

In the observed classes most of the teachers used the whiteboard as a didactic material although pictures and charts were used too.

#### *8<sup>TH</sup> grade*

##### *Pictures*

The topic of the first class was *My classroom*, the objective of the class was to recognize and identify the classroom objects. The teacher used pictures to show different classroom objects such as board, bank, desk, window, curtains, etc. The teacher pasted the pictures on the board and pointed out each object saying their meanings and pronounce the words one by one.

The material was pertinent because it was used according to the content; it showed clearly the classroom objects. Furthermore, the students were able to identify the objects around the classroom. The pictures were appropriate because they transmitted the meaning of the objects clearly and the students learned the pronunciation, and spelling quickly. In addition, the quality of the material was good because they were colorful and of A4 format, the students were able to see them easily.

#### *Charts*

In the second class, the theme was *Ecuadorian school Timetable*. The objective of the class was to familiarize students with the subjects they study at the school. The teacher pasted on the board a schedule with different subjects of the bachelorship level and he asked them to copy the chart on their notebooks.

The material was pertinent because it contained the names of the subjects in the English language. But, the teaching aid was not appropriate to students' age and level of comprehension because it contained information of subjects of the bachelorship level. In addition, the material was not of good quality because the words were small and the surface of the chart was dirty; the students were not able to distinguish the names of the subjects.

#### *Whiteboard*

The theme of the third class was *Occupations* and the objective was to teach vocabulary of professions. The teacher wrote a

list of ten professions and wrote the meaning in Spanish. Then, the students were encouraged to copy and repeated the list of the words in their notebook.

The white board was not pertinent because it did not help the teacher to achieve the objective of the lesson; the students only practiced the spelling of the words by repeating them on their notebooks. The use of the white board was appropriate because the teacher use it to write a small quantity of easy words. Nevertheless, the teacher did not organize the content on the board correctly. In consequence, students did not comprehend the use of each word. The quality of the white board was good and the teacher used black markers only.

In the fourth class, the theme was *Members of the family* and the objective was to learn vocabulary of the family members. The teacher wrote on the board a list of words and students copied and repeated them in their notebook. The teacher did not explained the meaning and pronunciation of the words.

The material was not pertinent because it was not used to teach the meaning of the words and the students did not learn vocabulary. The white board was not appropriate because it was not used according to the students' level; the vocabulary written on it was too advanced and extensive. The letter was small and the information was not organized. However, the quality of the white board was good; it was an acrylic board and it was of a standard size.

In the fifth class the topic was *The Verb to be* and the objective was to learn *The verb to be*. The teacher wrote sentences on the board and the students copied the information, the teacher did not explain the theme of the class. However, she asked the students to add 10 more sentences using the verb to be.

The material was not pertinent because the objective of the class because the students were not able to learn the use the verb to be and they did not form sentences. The white board was not appropriate because the vocabulary written on it was not used according to the student's understanding. They were asked to translate all the sentences. For this reason, they were not able to complete the task. The quality of the material was good but the organization of contents written on it was not adequate because the teacher did not follow a sequence and the forms of the verb did not agree with the pronouns used in each sentence.

#### *Learning styles*

It was observed that learning styles were not considered by the teachers in this grade because the materials were not used creatively according to the students' needs. For instance, the white board was overused and the students were not interested on the topics of the lesson. According to Harmer (1994), adolescents are usually interested in language as a mean of communication; they enjoy games, debates and group work in class. In consequence, the

materials used in each class would have been used more adequately if teacher would have considered students' learning styles.

*9<sup>th</sup> grade*

*Whiteboard*

In this class the topic of the class was *Colors* and the objective of the class was to know the name of the colors in English. The teacher wrote on the board a list of colors and asked the students to copy them. She taught the name of colors using the white board to practice the pronunciation and the meaning of the words.

The material was pertinent because it was used to teach the pronunciation and meaning of words actively and enthusiastically. The teacher used a game in order to get each student participated in the activity. The material was appropriate because the teacher used it to teach the words in a simple way and all learners were able to comprehend the meaning of the words.

About the quality of the white board, it was good because it was in good conditions and the contents written on it were clear and well distributed. The teacher separated the names of the color from the meanings. The words were highlighted well enough with color markers so the students were able to see them easily.

The topic of the next class was *The House* and the objective was to identify the parts of the house. The teacher wrote on the board the parts of the house and explained the meaning of each location

orally. Then, students copied the words and repeated them in their notebooks.

The material was not pertinent to the objective of the class because the material was used only to write the words, students were not able to learn the meaning of the words. The material was appropriate to students' age and level of comprehension because it provided information of the new words in a simple way. Finally, the quality of the white board was good because and content on it was written with clear handwriting.

The theme of the next class was *Present Simple* and the objective was to apply simple present tense. The teacher wrote a sentence on the board and she explained the structure of the sentence. Then, she asked students to copy the class and wrote 20 sentences using the simple present.

The material was not pertinent because the objective was not reached, students did not learn how to write sentences correctly using the simple present tense and they were not able to form sentences. Furthermore, the white board was not appropriate to students' age and level because they copied the sentences from their textbooks, they did not know how to make sentences. Finally, the quality of the white board was good because it was in good conditions and the teacher used new markers to write the sentences.

The theme of the next class was *Present Simple of verb to be* and the objective was to practice sentence formation. The teacher wrote

present simple sentences on the board and he explained superficially the structure of the sentence. Then, he asked to the students to make 10 sentences using the simple present.

With regard to the pertinence of this material, it helped the teacher to achieve the objective of the lesson because the students practiced sentence formation. But, the material was not appropriate to students' age and level because learners did not have enough vocabulary knowledge to make sentences because they asked her teacher to help them doing sentences.

The quality of the material was good but the content was not organized adequately. Students were confused about the sequence of learning.

The theme of the next class was *Present progressive* and the objective was to describe current events. The teacher wrote a sentence on the board and he explained the present progressive structure. Then, the students copied the class and they wrote sentences using the grammar structure.

The material was not pertinent because the objective was not reached. The students did not practice on the board the use of the grammar structure to describe actions. Furthermore, they did not know how to structure the sentences. Similarly, the white board was not appropriate because it was not used to explain to the students the correct order of the elements in the sentences. Nevertheless the quality of the board was good but the contents were not organized

correctly. In consequence, it was difficult for students to follow the sequence of the class.

### *Learning Styles*

Teachers did not consider the students' learning preferences. Particularly, students expressed that they did not participate in English classes because they did not feel relax and they felt embarrassed when they wrote on the board. It means that the material was not used to teach effectively according to students' age. With regard to this, Harmer (2005) mentions that the most important concern for secondary instruction is to avoid that students feel embarrassed when they participate in class.

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

#### *Whiteboard*

In the first class, the theme was *Talk about myself* and the objective was to give personal information. The board was used to write questions such as "What's your name" "How old are you?" "How are you?" The teacher wrote the oral answers given by the students and asked them to copy the exercises on their notebooks.

The material was pertinent because it helped the students to provide personal information orally, and to share it with their peers. The material was appropriate because the students understood the content effectively. Additionally, the quality of the board was very good and the contents were well distributed. The teacher wrote the

sentences in the middle part of the board and all students were able to see them clearly.

In the second class the theme was *Present Progressive* and the objective was to learn the use of present progressive. The teacher explained the use of the grammar structure by underlining the verb and the particle “ING”. Finally, the teacher asked the students to write more sentences in their notebooks.

The material was pertinent because it was used to explain the present progressive efficiently. However, the material was not appropriate because the students did not use the board to practice the grammar structure. Some of them were not able to complete the task correctly because of their lower English level. The quality of the board was good and the content was well organized and written using clear handwriting.

The theme of the next class was *Past tense* and the objective was to change affirmative sentences into question forms using the past tense of the verbs. The teacher wrote statements on the board to explain the mechanism of the grammar structure. In addition, he wrote a list of past tense verbs in one side of the board.

The supplementary material was pertinent because it was used to write a list of verbs that were useful for students in writing the sentences. However, it was not appropriate because the students' level was not considered; they had difficulty to use the past tense of

the verbs. The quality of the white board was good and the contents were well distributed and written using a clear handwriting

In the next class, the topic was the *Simple Present* and the objective was to practice sentences formation. The teacher used the board to review the structure of simple present sentences but explanations were told in Spanish. Then, the teacher asked the students to write twenty sentences using the simple present.

The material was not pertinent because it only was used to write the instruction of a task and students did not use the board to practice sentence formation. Equally, the material was not appropriate because students did not complete the required task due to their lower level of English. The white board was not used to clarify students' gaps of knowledge. The quality of the material was good but the organization of the contents was not adequate. The teacher did not clean the board and the content of the class was mixed with information from other subject.

The theme of the next class was *Review of verb to be* and the objective was to reinforce the use of *verb to be*. The teacher wrote pronouns and asked the students the correct form of verb to be. In addition, the teacher wrote sentences describing people's professions to complement the sentences.

The material was pertinent because it was used to write sentences using the *verb to be* and the students' knowledge was reinforced. The white board was appropriate because the contents

explained by the teacher were related to students' level; and learners were able to comprehend the use of the grammar structure quickly. The quality of the material was good because it was in good conditions and the teacher wrote the contents clearly and well distributed.

### *Learning Styles*

In general, the learning styles were not considered by the teachers they used the white board as unique supplementary material. Wollfolk (2007) states that it is incorrect to assume that every individual in a group shares the same learning style; learning styles are determined by preferences such as where, when, or what an adolescent likes to study.

### *Private High School*

Most of the private high school teachers used different types of supplementary material such as flashcards, pictures, handouts, blackboard, songs, stories, movies, objects, maps and dialogues.

### *8<sup>TH</sup> grade*

#### *Flash cards*

In this class, the subject was Science. The theme was *Mammals* and the objective was to identify and discuss the main characteristic of mammals. The teacher presented flashcards that showed different animals and the students looked at the material while the teacher asked questions of the characteristics of mammals. The students participated in the activities.

The material was pertinent because it transmitted information of the characteristics of mammals and the students participated actively mentioning and repeating the features of the animals easily. It means that the use of flashcard helped the teacher to accomplish the objective of the class. Additionally, the material was used appropriately because it helped the students to comprehend the explanations given by the teacher. They were motivated to participate and they answered a set of questions about mammals correctly. Besides, the quality of the material was good because it was clear and of A4 format, it was visualized by all the students clearly.

#### *Pictures*

In this class, the topic was *Review of the verb to be* and the objective was to review the use of verbs and pronouns. The teacher showed to the class different pictures that made reference to different personal pronouns. Then, students had to say the correct form of the verb according to the personal pronoun showed.

The material was pertinent because it was used to illustrate personal pronouns and the verb to be. Therefore, it helped the teacher to reach the objective of the class successfully. The pictures were also appropriate for the students because they were very interested on the topic and participated correctly in the activity. However, the quality of the material was not good because it was not large enough and all students were not able to look at them correctly.

In the next class, the topic of the class was *Present Simple* and the objective was to recognize and apply the present simple. The teacher showed the students some Hanna Montana and Jonas Brother's pictures and she asked learners to use the grammar structure to give information about those pop stars.

The material was pertinent because it motivate students to use the grammar structures to give information about they saw on the pictures. As a result, the objective of the class was achieved successfully. In addition, the material was appropriate because the images were related to students' personal interests and they participate actively in class. The quality of the pictures was good because the photos were wide and colorful. All students were able to see the pictures.

#### *Handouts*

In this class, the topic was *Sack fell in love* and the objective was to improve listening skills as well as pronunciation by completing questions about a video. The video was about a popular sitcom known as *Saved by the bell*. The teacher explained the new words and delivered handouts with twenty questions.

The supplementary material was pertinent because it was closely linked to the topic of the class. However, it was not appropriate because some students did not understand the questions because their English level was lower; they experienced also difficulty to complete the task. The quality of the material was good because

the photocopy was clear and there was enough space to write the responses.

In the next class, the topic was Present Progressive and the objective was to practice the use of the present progressive correctly. The teacher gave to the students some handouts, which contained the lyrics of a song with blank lines in order that the students filled them according to an audio.

The material was not pertinent to the objective of the class because the lyrics of the song contained only two sentences in progressive form. For this reason students were not able to practice the use of the grammar structure. The handouts were appropriate because the lyrics of the song used a simple language that students understood easily. The quality of the material was good; it was well photocopied and clear.

#### *Whiteboard*

This resource was used in the first and the third class. In the first class, the subject was Science and the topic was *Mammals*. The objective was to identify and discuss the main characteristic of the mammals. The teacher wrote on the board the main characteristic of the mammals, which was a previous class, the students copied it. Finally, the teacher wrote an exercise in order to reinforce the student's knowledge.

The whiteboard was pertinent because it was used to write the characteristics of mammals and the exercises written on it

stimulated students to discuss the topic of the class. As a result, the objective of the lesson was reached. The material was appropriate because the students comprehended the topic of the class and completed the exercise very fast. The quality of the material was good and the contents were clear and well distributed.

In the third class, the topic was *Review of the verb to be* and the objective was to reinforce the previous knowledge. The teacher explained verb to be and pronouns agreement. In addition, she wrote on the board an exercise and encouraged students to fill in the blanks with the correct form of the verb to be.

The material was pertinent because it was used to write examples of the use of verb to be. The material was appropriate because the students were able to complete the sentences on the board easily. The quality of the whiteboard was good, it was clear and well distributed. As a result, the students sit on the back of the classroom were not able to see the contents on the board clearly. They were moving constantly toward the board to copy the sentences.

### *Songs*

In this class, the subject was Listening. The topic of the class was *Sing a song* and the objective was to review the use of present progressive structures. The teacher wrote the lyric of the song on the board and played a CD with a song and students read and sang. The students were interested because asked their teacher to repeat the song many times.

The material was not pertinent because it was used to sing but the objective was to review the use of present progressive and the lyrics of the song did not contain any sentence in the progressive form. The material was appropriate because the lyrics of the song were simple and students were able to sing the song easily. In addition, the song was of good quality because it was played with adequate volume.

### *Videos*

The topic of the class was *Punky Brewster* and the objective was to practice listening and comprehension skills. The teacher provided a worksheet with True and False statements and played the video.

The material was pertinent because the video was related to the topic of the class and students were able to practice listening and comprehension skills; they completed the task very well. The material was appropriate because the video contained subtitles that showed basic vocabulary and it facilitated students' comprehension; they enjoyed the video because they laughed all the time. The quality of the video was not good because it was old and the colors were not clear.

### *Learning styles*

The materials used in this grade were varied and well selected according to the students' needs. Teachers did not overuse the whiteboard and they used the materials according to the different

types of learning styles mentioned by Harmer (2007) such as visual, auditory, and kinesthetic. The materials were used to catch the students' attention.

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

#### *Maps*

In the first class, the subject was Language. The topic of the class was *Giving directions*, and the goal of the class was to give directions using prepositions of direction. The teacher asked students to follow a route on a map to describe how to get to a location using prepositions of direction.

The material was pertinent to the objective of the lesson because it helped students to use prepositions of direction. However, the map was not appropriate because it was not used to according to the students' level. The students did not understand the meaning of some prepositions so they were not able perform the activity easily. In addition, the quality of the material was good because it was made in A3 format and it had attractive colors.

#### *Charts*

The topic of the class was *Simple Present* and the objective was to reinforce the use and practice this tense by describing daily routines. In this case, the teacher used a chart to show the daily routine of a character named Mary. The chart showed the time of each routine and the teacher asked students questions using simple present such as "What does Mary do at 8:00 a.m.?"

The material was pertinent because it helped students to practice the use of simple present and they were able to describe daily routines. In addition, the chart was appropriate for the students because it motivated students to produce simple sentences; the activities on the chart were very similar to students' daily routine. The quality of the material was good because it was colorful, big and well organized.

#### *Whiteboard*

The topic of the lesson was *What's the producer job* and the objective was to distinguish the use of simple present and present progressive. The teacher wrote on the board simple present and present progressive time words. Then, she asked the students to say if the time word was used to talk about present simple or present progressive. Finally, the teacher wrote complete statements using affirmative, negative and interrogative forms in both tenses.

The material was pertinent because it was used to explain the difference between the use of simple present and present progressive forms. In consequence, the students were able to remember how to differentiate both tenses. The white board was appropriate because it helped the students to comprehend the topic of the class easily. Additionally, the quality of the material was good, the calligraphy used by the teacher was clear and understandable. The contents were well organized and distributed on the board, the sequence of learning was clearly showed.

### *Dialogues*

The theme of the class was *Simple Present* and the objective was to know simple present. The teacher used a dialogue in which three people were talking about what time they do some activities. The teacher asked to recognize the simple present sentences from the dialogue and she explained the structure of the tense. Finally, the teacher asked to the students some simple present questions about the dialogue and the students answered clearly and quickly using their real daily activities.

The material was pertinent because the students were enthusiastic reading, listening and answering questions about the dialogue so it engages them with the activity and it helped to reach the objective. It was also appropriate because the students understood the dialog very fast, they answered immediately the questions: it was according to their level. Additionally, the quality of the material was good because the intonation and the pronunciation from the narrators were very good.

### *Stories*

The topic of the class was *Wishes* and the objective was to identify the main characters of a story. The teacher asked the students to listen and find the main characters of a story. Finally, the teacher asked the students to mention the characters of the story and their main characteristics. The students answered the questions and recognize the main characteristics quickly.

The material was pertinent because the story gave specific descriptions of the characters and it justified the objective which was finding the main features of the characters and it helped to the students reach the goal. It was appropriate because it had simple vocabulary so it helped to get the objective of the activity instantly. In addition, the quality of the material was good because it was a story with pictures, big letter and colorful.

### *Objects*

The topic of the class was *Possessive adjectives and pronouns* and its purpose was to use the possessives adjectives and pronouns correctly. The instructor used real objects to make question such as “Whose is the backpack?” The owner of the object answered using possessive pronouns and a classmate responded using possessive adjectives.

The material was pertinent because the instructor fulfilled the objective of the lesson by making students to produce answers using the grammar structures. Furthermore, the objects were appropriate because when the teacher asked “Whose are the glasses?” the students reacted very well producing their own sentences. In consequence, they were engaged in the activity and participated enthusiastically the whole class. The quality of the material was good because the objects were part of the students’ possessions such as pens, schoolbags, notebooks, etc. It helped that students felt motivated.

### *Learning Styles*

Teachers of the ninth course showed concern about the different learning styles because they used some varied resources such as maps, charts, blackboard, dialogues, stories, and objects to achieve the goals of the classes. They did not use the whiteboard only; they used materials related to the students' different learning styles such as visual, musical and kinesthetic. The selection of the material according to learners' preferences influenced their motivation for learning; they felt very well learning with those supplementary materials.

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

#### *Pictures*

In the first class, the theme of the class was *Do you really speak Chinese?* The objective was to talk about routines using present simple. The teacher used pictures to show routines, which had statements such as "Mary gets up at 7:00 a.m. "Bill eats lunch at 1 p.m. Finally, the teacher encouraged students to talk about their daily routines.

The material was pertinent because it was used in relation to the content of the class. The examples provided by those pictures helped students to describe routines. The supplementary material was appropriate because they showed basic vocabulary according to the students' level and they understood quickly the statements of the pictures. Additionally, the quality of the material was good because

the picture had big printed letters, so that the students were able to see and understand the routines according to the simple present.

#### *Whiteboard*

The theme was *It's bigger than mine*, and the objective was to help student to make comparisons of the characteristics of people, animals and objects using comparative adjectives. The teacher wrote a list of the adjectives on the board and explained how to form comparative adjectives. Students worked in pairs comparing each other and using the words written on the board. Finally, students answered questions stated by the teacher.

The material was pertinent because it was used to help students to practice the use of comparative adjectives. The material was appropriate because it showed vocabulary according to the students' level and they were able to use structures such as older than, more handsome than, etc. Therefore, students did not have difficulties working with the grammar structures. In addition, the quality of the white board was good and the contents were well distributed, one syllable adjectives were divided by a line from two or more syllables adjectives.

#### *Stories*

The theme of the class was *intelligent dolphin*. The objective was to make a comparison between abilities of human beings and animals. The teacher asked the students to listen and recognize the

similar things that human and animals can do as well as the different things between human and animals.

The material was pertinent because it was related to the content explaining what things animals can not do and what things humans can do so that the students found the similarities and differences reaching the goal. The material was appropriate because it was according to the student's understanding, they evidenced real concern on the theme, and it was not difficult for them to understand the story. The quality was good because the audio was clear and the tone was loud when it differentiated animals and humans activities.

#### *Movies*

In this class, the topic was *Movie*. The objective was focused on improving listening skills. The teacher used a movie titled "Búsqueda implacable".

The material was not pertinent because of the complexity of the plot students did not comprehend the dialogues and were not able to practice listening skills. Moreover, the movie was not appropriate because the movie was not suitable for their ages (it has PG-16), and it contained an advanced vocabulary. The quality of the material was good because it was of good sound and video.

#### *Learning Styles*

The materials used in this grade were related to the different students' learning preferences because the teachers combined visual, audio, and kinesthetic learning styles to teach the

lessons just as Gardner (1994) suggests for reaching a meaningful learning. According to the student's survey, the use of supplementary material helped learners to understand the topic of the classes and motivated them to participate in learning activities.

However, sometimes teachers did not use the supplementary appropriately. Specifically, the material was not used according to the level of the students in the fifth grade because they did not comprehend the dialogues of the movie.

#### *Comparative analysis*

Supplementary materials were used more frequently in the private high school than in the public high school. The English laboratory of the private high school is well equipped and the teachers used it daily. In addition, the use of the supplementary materials in the English classes is a requirement of the high school. On the other hand, the public high school does not have English laboratory and they do not have available resources for teaching.

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

It can be observed that, in chart nine, pictures were used 20% of the time, charts 20%, and white board 60%. The type of supplementary materials used in this grade was mainly visuals therefore the students' learning styles were not considered by the teachers; they did not use audio, audio visual, or realia resources. In addition, the white board was the most used materials in this grade due to the higher frequency obtained.

On the contrary, the same chart indicates that six different types of materials were used in the private high school. These materials are: flashcards 11.11%, pictures 22.22%, handouts 22.22%, whiteboards 60%, songs 11.11%, and video 11.11%. Those results show that there was more diversity in the use of resources in the private high school.

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

Teachers used the blackboard 100% as a supplementary material in the public high school, this result can be observed in chart ten. All the classes were carried out using just the white board as supplementary material. This shows that public high school teachers only consider the visual learning style of the students. Audio and kinesthetic learners were not taken into account in the observed classes. Additionally, teachers did not create a good learning environment because they did not use the white board or other type of material to motivate students to participate actively. As a result, students were not interested on the topics of the lessons

In the case of the private high school, teachers used more variety of supplementary materials. The following materials were used one time in each observed class: maps, charts, white board, dialogues, stories, and realia. The frequency of use was 1 that corresponds to 16.66%. Those results demonstrate that teachers took into consideration the different students' learning styles; even though, the frequency of use of each material is lower. Furthermore,

the teachers were very enthusiastic and motivated students by using the materials adequately. Consequently, learners looked happy and participated enthusiastically in each of the observed classes.

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

The frequency of use of supplementary materials in chart 11 shows that the white board was used 100% of the time in the public high school. In general view, the white board was not used adequately; sometimes contents were not well organized because according to the observation class and results, the use of this supplementary material did not motivate students to learn.

With regard to the private high school, teachers used pictures 16.66% of the time, white board 33.33% of the time, dialogues were used 16.66% of the time, stories 16.66% of the time, and movies 16.66% of the time. This evidence that private high school teachers used different types of supplementary materials in their classes. Private high school teachers in this grade considered only audio and visual learners but not kinaesthetic students.

In summary, chart twelve shows the frequency of use of materials used in public and private high schools. It can be observed that supplementary materials were used 15 times in the public high school; this means 5 times in each grade. With regard to the private high school, supplementary materials were used 21 times; this means 9 times in the eighth grade, 6 times in the ninth grade, and 6 times in the ten grade.

Moreover, the use of supplementary materials in the public high schools was lower than the private high school. The white board was the most used material in the public high school. This material was not used to motivate students to learn effectively according to the different learning styles. It is necessary to remark that the use of supplementary material must be appropriate in order to provide meaningful learning experiences and to improve English language skills of our students.

## **Conclusions**

According to the results, it can be concluded that:

- The supplementary materials used in the public high school were: pictures, charts, and the whiteboard. They were used in fifteen different occasions. In addition, the supplementary materials used in the private high school were: flashcards, maps, pictures, charts, handouts, white board, songs, dialogues, stories, videos, movies, and objects. They were used in twenty one occasions.
- Supplementary materials were mostly used in the private high school than in the public high school because private high school teachers were more creative using resources for improving students' learning process.
- The variety of supplementary materials used by private high school teachers was due to the fact that they considered students' learning styles for teaching the classes.
- Visual materials were frequently used by teachers in both high schools. Nevertheless private high school teachers used different types of visual materials while public high school teachers used mainly the whiteboard in all the observed classes.
- The whiteboard was the most used material by the teachers in both high schools because this is the type of resource generally available in the classroom.
- The use of the whiteboard was more pertinent and appropriate in the private high school than in the public high school because the

private high school teachers used this material according to the objectives of the lesson and students' age.

- All the materials used in both high schools had good quality because the teachers took into consideration aspects such as the size and colors of the resources.

## **Recommendations**

- Public high school teachers could overcome the lack of resources by elaborating materials themselves. They could also encourage students to elaborate resources according to their learning preferences.
- Public high school teachers should be more creative using the whiteboard to help students to improve the learning process. It is also important that the white board be used adequately by organizing contents and writing clearly.
- Teachers should be more careful in the process of selecting the adequate material for teaching. Some important aspects to consider are: the objective of the lesson, age and level of students.
- The whiteboard should be used with other type of materials such as posters, word cards, etc. to create a good environment and increase students' participation and interest in the topics.
- Teachers should observe carefully the way the students like to learn to select the adequate supplementary material according to their preferences and needs.
- Teachers in both high schools should update their knowledge on the optimum use of supplementary materials, so the classes will be more effective and motivating for them and their students.

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# ANNEXES

## ANNEXES

### Annex No. 1

#### OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE:

GRADE:

TOPIC OF THE LESSON:

OBJECTIVE: \_\_\_\_\_

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	
	Videos	
	Movies	
	documentaries	
Realia	Objects (toys, plants,	
Online	websites	

**DESCRIPTION OF THE USED MATERIAL:**

\_\_\_\_\_ (Name of the supplementary material)

How was it used?

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

Yes\_\_ No \_\_ Why?

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

Yes\_\_ No \_\_ Why?

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

Yes\_\_ No \_\_ Why?

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

Yes\_\_ No \_\_ Why?

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Was it elaborated and applied with creativity and originality?

Yes \_\_ No \_\_ Why? and How?

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

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How do you consider the quality of the used material?

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**ANNEX No. 2**

**TEACHER'S SURVEY**

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )  
DATE: \_\_\_\_\_ CLASS No. 5  
GRADE: \_\_\_\_\_

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

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

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

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

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

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

Why?

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**ANNEX No. 3**

**STUDENT'S SURVEY**

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

**DATE:** \_\_\_\_\_ **CLASS No. :** \_\_\_\_\_

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

<b>PREGUNTAS</b>				<b>SI</b>	<b>NO</b>
¿Te gusta el material utilizado por el profesor en la clase de Inglés?					
¿Te ayudó a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿ Con que materiales crees que aprenderías mejor el tema de clase?					
<b>VISUALES</b>		<b>AUDIO</b>		<b>OBJETOS REALES</b>	
Flashcards	( )	Canciones	( )	Objetos	( )
Diapositivas	( )	Diálogos	( )	(juguetes, plantas, frutas, etc.)	
Mapas	( )	Historias	( )		
Gráficos o fotos	( )	Cuentos	( )	<b>ONLINE</b>	
Tablas u organizadores gráficos	( )	<b>AUDIOVISUALES</b>		websites	( )
Hojas con actividades	( )	Videos	( )		
Posters	( )	Películas	( )		
Tarjetas con palabras	( )	documentales	( )		
Pizarrón blanco o negro	( )				
¿Que materiales adicionales te gustaría que utilice el profesor en la clase?					
_____					
_____					
¿Con que frecuencia te gustaría que se utilice material didáctico adicional?					
( ) siempre ( ) de vez en cuando					