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**The Use of Supplementary Materials in EFL Classes: A Comparative  
Analysis of Public and Private High Schools**

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

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CERTIFICATION

Dra. María Arias – Thesis Advisor

CERTIFIES THAT:

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

Loja, March the 28th, 2012

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DRA. MARÍA ARIAS

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.....

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Author

## DEDICATION

I dedicate this work to my family; my husband Freddy, who has walked with me hand by hand along the way, and my daughters Juliana and Romina, the most beautiful blessings of my life, they are my support, my strength and they are the reason of my daily effort.

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## ABSTRACT

The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools is the topic of this research study. This research intends to determine the type of supporting materials used in EFL public and private high schools and compare their uses among them.

The present research took place in two high schools, one private and one public in the city of Cuenca, where a total of fifteen EFL classes were observed in each one of these institutions.

In this research study, first we selected the bibliographical support, and then five classes were observed in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades in each high school, helped by observation sheets it was possible to take notes in each class, also questionnaires were provided to teachers and students to collect data.

The qualitative and quantitative methods were used in the description, analysis and interpretation of results.

These results show that the use of supplementary materials is more common in private high schools and have positive effects on improving students' learning in terms of language quality and language production.

## INTRODUCTION

Teaching English in a foreign country has been a highly complex task through the years, this issue has worried many teachers because it involves a diversity of components. A very important aspect when taking decisions about teaching is the socio-cultural component, which has a crucial role due to the educational and historical context in which foreign languages are taught and learnt. A second important aspect is the proper selection of the contents to be taught, on this relevant aspect relies the success of the teaching-learning process, and finally, the third component is the methodology used, which to be effective has to take into account the methodological procedure used, the resources applied, and the techniques used, all of them together collaborate for the teaching-learning process to be successful; however, teachers do not work alone in this process; they rely on different kinds of resources and aids, which used appropriately, may work effectively and help achieve their objectives.

An important tool, on which we will focus on in this research study, is the use of supplementary materials, since there is a wide variety of supporting materials to choose from, such as: visual, audio-visual, realia, websites, among others, the key is to choose the correct material and using it adequately in each class; for this purpose we should take into account the pertinence, appropriateness, and quality of these materials.



The topic for this research study is: “The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools”. This research aims to identify and analyze supporting materials used in EFL classes in public and private high schools, and compare its use among them. We want to determine if teachers are using these materials in class or not, for this purpose we will describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (topic, objectives and content), appropriateness (students’ needs), and quality.

The final goal is to determine the frequency and variety of supplementary materials used in each EFL class in the observed public and private high schools.

Also as part of this study we have included a bibliographical research, where information about previous studies on the use of different supplementary materials as tools to teach English as a foreign language is presented, for example, there is a study in Taiwan made by Hwang, C. (2005) where the teacher used authentic materials in class, such as magazines, TV programs and best-seller books, she encouraged her students to utilize the vocabulary and expressions they had learned from authentic materials in their own production of English obtaining as result improvements in oral and written language performance.

Another study made in Taiwan by Kelsen, B. (2005) demonstrated that the use of You-Tube videos in class motivated students and they found this experience interesting, relevant and beneficial for them. The same thing happened in a study performed in Turkey by Gencilter, B. (2005), which showed that the use of technology in EFL classrooms provides a meaningful and interesting process in language learning and students can be more motivated with this technological development in EFL classrooms.

Fortunately for the current research study there were no limitations, the high schools' principals authorized the visits, the teachers and the students who were observed during classes cooperated answering the questionnaires and interviews provided in order to collect the information presented in this study.

With this research study the main beneficiaries will be students and teachers, the findings provided here will awake teachers' interest in using supplementary materials in their classes as well as more motivating and more interesting classes and also a significant improvement in the educational system.

## METHODOLOGY

The students who participated in this study were students from 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades from a private morning high school, with an approximate number of 25 male students per class, and also students from a public afternoon high school, with an approximate number of 35 (male and female) students per class; both high schools located in Cuenca city. All the students spoke Spanish as their first language, and ranged from 12 to 15 years of age. In the private high school they receive seven hours of English per week and in the public high school they receive five hours per week.

For this study five classes were observed in each level, with a total of fifteen classes in a private high school and fifteen in a public high school, an observation sheet was used to take notes and help us determine the use, appropriateness and pertinence of supplementary materials used in each class (see Annex No.5). At the end of each class, a survey sheet (in English) was given to the teacher (see Annex No. 7) to know how important supplementary materials are for each teacher and how they use them. Furthermore, another survey sheet (in Spanish) was given to a student randomly chosen (see Annex No.6) to find out the kind of material they would like to use in class.

Once all the classes were observed, the information was organized into charts, in which were included the type of supplementary materials used in the Public and Private High School

(charts 1 and 2) in order to determine pertinence, and appropriateness of use of these materials in public and private high schools in the different levels (charts 3 to 8); using this information it was possible to make a qualitative tabulation of results. The qualitative method was used in the description, and analysis of results to describe pertinence, appropriateness, and quality of the materials used in each class, as well as the learning styles according to each level.

Another type of chart was used to record the frequency of use of supplementary materials (indicators) in private and public high schools in the different levels (charts 9 to 11), the quantitative method was used in chart 12, where the number of times that each material was used was counted and the percentage of usage was determined, finally the frequency numbers of each level were added and a comparative analysis between both high schools was made considering these percentages.

To conclude and present the results of this research study, the theoretical support with the field research were confronted to reach some conclusions.

## DISCUSSION

In this section we will include the theoretical background for our research project, which contains valuable information about supplementary material and how can we use it according to learner's age and their learning differences, this theoretical research is the basis to analyze the results obtained in the field research obtained by observing classes in a private and public high school.

A detailed description, analysis and interpretation of these results will be included in this section as well as the conclusions reached with this research and some recommendations on how to use and how to improve the use of supplementary material in teaching English as a foreign language.

### Literature Review

The purpose of this research is to analyze the use of supplementary materials in EFL classes. For this reason, in this Literature Review we will include relevant information about how to teach a foreign language using a variety of supplementary materials as well as the factors that influence learning.

Over the years, there have been major changes in teaching and learning English as a foreign language; some of the factors we should take into account are learners' differences and age, these are very important, because teachers should incorporate in their classes a variety of activities which are not the same for children, adolescents

and adults. Another important aspect in our research is the way people learn, and how to include different activities for each “learning style”. We will include how to use “Motivation” as a precious teaching tool, in order to help students find academic activities meaningful and worthwhile.

Previous studies on the use of authentic tools were also included in this section; such as the use of web CTs, you Tube videos and technology as supplementary materials to be used in the classroom which were also considered as motivational tools.

The teaching context, which is constituted by those components that may change over time; will be analyzed in this review, it can help us maximize the effect of our course content in a given teaching situation, guiding us on how to adapt our roles as necessary and enhance our course designs to make them even more responsive to changing needs.

### *Teaching a foreign language*

For several years, language has been considered as a group of abstract knowledge for communication, but thanks to advances, nowadays foreign language acquisition is not only reduced to a series of lexical elements formally organized through morphology and syntax, it is acquired by students through practice (Encyclopedia Océano, 2000).

The new trend is “Communicative Language Teaching” which started in the 1980s; Jason and Johnson (1998) identify five core

characteristics that underlie current applications of communicative methodology:

1. Appropriateness: Language use reflects the situations of its use and must be appropriate to that situation.
2. Message focus: Learners need to be able to create and understand messages.
3. Psycholinguistic processing: CLT (Communicative language teaching) activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.
4. Risk taking: Learners are encouraged to make guesses and learn from their errors.

Besides these applications, Nunan (1999) recommends to consider the following:

“Language as communication involves the active use of grammar and vocabulary to listen and read effectively and to speak with and write to other people. Language needs to be learnt functionally so the learners are able to see that different forms communicate different meanings”.

Moreover, there are some principles for teaching English as a foreign language a teacher should work on; first we must consider diversity in a personal and cultural way, as well as students’ interests

and needs, verbal interaction is important among teachers and students and also among students, because it helps to build the didactic process and as a practice outside the classroom. Teachers should plan coherent and integrative activities promoting cooperation and participation of all students (Encyclopedia Oceano, 2000).

During the whole process, “the teacher’s primary role is the provision of pedagogical opportunities through which learners might structure and restructure their own understanding. The ultimate goal is to enable the learner to communicate with others in the world beyond the classroom.” (Nunan, 1999).

Practice and failure are necessary tools for students to experience in the new language, if we encourage them to go further in their linguistic capability without the fear of making mistakes and sometimes allowing the use of mother tongue we could build an appropriate communicative competence. The learning program should facilitate common expressions and cultural aspects of the new language to help students understand better and also provide linguistic elements to the students so they can explain aspects of their own culture to others.

The grammatical competence must be also included in some tasks, in a pertinent form, using an authentic text guide and other texts, in order to help the teacher connect the social dimension with language meaning. Projects and tasks are very important resources to reproduce real situations and to promote reflection and autonomy



on the new language acquisition; finally, we must say that evaluation should be a continuously used tool (Encyclopedia Oceano, 2000).

### *Learners*

Learners are the purpose of our teaching process, that is why it is so important to get to know them well, how can we do it? By listening, watching them and reading their work, this information will help us select the kind of material and activities we will use in our classroom. We should take into account the characteristics of every stage, which makes each of our students unique and that is the reason why we should find different ways to get their attention (Woodward, 2007).

### *Children*

As we all know, children develop physically, emotionally, and intellectually at different rates, not always according to their chronological age and as a result they respond differently to teaching techniques, in fact, learners age is a very relevant fact we must analyze.

Child-development specialist Clarice Kestenbaum, professor of child and adolescent psychiatry at Columbia University describes two stages of normal development for children:

Age from 5 to 7 years old, when cognitive development proceeds rapidly; they can process information faster and their memory spans are increasing. They are moving from preoperational to concrete operational thinking, they do not possess yet the ability of abstract

thinking. They are egocentric, with excellent memory, with well developed motor skills; they have listless and apathetic behavior, and they might have trouble expressing themselves in the classroom, can empathize with others. Some activities we could include for them are: playing in a repetitive and stereotyped way.

The other major developmental stage, 7-10 years old; this age is considered as the “age of reason”, this is the time when major cognitive growth in fine and gross motor skills takes place as well as logical thought, and are ready for formal learning. Learners develop the ability to form close friendships, welcome rules, respond to concrete rewards and improve listening skills. Some warning signs should be considered, such as; fear to not being liked or accepted, isolation and exclusion from the peer group, fear to not doing well, the need to always be first or always win (Shalaway, 1998).

### *Adolescents*

Are students with unique terms of intellectual, social, emotional, and physical development; this aspects present unique challenges for educators because it is a time when young people are forming values and making decisions with impact for the rest of their lives. Young adolescents are moving from concrete thinking to abstract thinking (Salyers&McKee ).

Some generalizations for adolescents appear in John H. Lounsbury’s “Understanding and Appreciating the Wonder Years” (National Middle School Association, 2000):these are the years during

which each individual forms his/her adult personality, basic values, and attitudes, they also seek autonomy and independence, they are by nature explorers, curious and adventuresome, have intellectual capacities seldom tapped by traditional schooling, they learn best through interaction and activity rather than by listening, they seek interaction with adults and opportunities to engage in activities that have inherent value, their physical and social development become priorities, are sensitive, vulnerable, and emotional, open to influence by the significant others in their lives.

There are also some intellectual characteristics adolescents have that we must consider presented by Lounsbury: enjoyment of intellectual and manipulative activities, preference for active involvement in learning, motivation to learn when lessons are related to immediate goals and interests, argue to clarify own thinking and to convince others, possess a vivid imagination, exhibits independent, critical thinking, see relationships among similar concepts, ideas, and experiences and make inferences, make personal-social concerns a priority over academic matters, like to discuss experiences with adults, show intense curiosity about the world and him/herself, form long-lasting attitudes about learning(Salyers&McKee).

### *Adults*

Learners at adult stage have the right to be involved in the decision making processes about what they should learn, how they should learn, and how they might be evaluated (Nunan, 1999).

According to Brundage and Macheracher (1980), there are some principles supporting the process of adult learning, they support that adults learn better when their own experience is a resource for further learning, that is, when they are involved in developing learning objectives for themselves; another principle is that adults learn better when novel information is presented through a variety of sensory modes and experiences with sufficient repetitions and variations on themes to allow distinctions in patterns to emerge.

On the other hand, adults do not learn when over-stimulated or when experiencing extreme stress or anxiety; those adults who can process information through multiple channels and have learnt how to learn are the most productive learners because they have already developed organized ways of focusing on and taking in, and also in processing information (cognitive style), that is why adults react to all experience as he/she perceives it, not as the teacher presents it (Nunan 1999).

### *Learner differences*

Every learner is a whole different world with many different talents, abilities and limitations that we must consider at the time of teaching, not only a foreign language but any subject. There might be learners with special abilities and talents, others with learning disabilities, communication disorders, emotional or behavioral disorders, intellectual disabilities, physical disabilities, impaired vision, or difficulties hearing, autism, traumatic brain injury, or some

combination, besides, every student has developed different intelligences or mental abilities that we must consider (Woolfolk, 2007).

### *Motivation*

Brophy (1998) describes student motivation to learn as “a student tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them.

On the other hand for Woolfolk (2007), motivation is defined as an internal state that arouses, directs, and maintains behavior, for this purpose she distinguishes two types of motivation: there is intrinsic motivation; seen as the natural tendency to seek out and conquer challenges, it is associated with activities that are students’ own reward; rely on personal factors such as needs, interests, and curiosity, and there is also extrinsic motivation; which is created by students’ external factors such as rewards and punishments, when they do something to earn a grade, or just to please the teacher.

Woolfolk (2007) considers four approaches for motivation: behavioral approaches, in which an understanding of student motivation begins with a careful analysis of the incentives and rewards present in a classroom. Humanistic approach emphasizes intrinsic sources of motivation as a person’s needs for “self-actualization”. Cognitive and social cognitive approaches; people are viewed as active and curious, searching for information to solve

personally relevant problems, and finally socio-cultural conceptions; the ones that emphasize participation in communities of practice.

We must consider that the tasks that teachers set, directly affect motivation, when students encounter tasks that are related to their interests, it stimulates their curiosity, or is connected to real life situations, the students are more likely to be motivated to learn. Tasks can have attainment, intrinsic, or utility value for students.

As teachers we must make efforts to keep the level of arousal right for the task we are proposing, it is important to energize students introducing variety, curiosity, and surprise or promoting physical action, for this purpose, it is necessary to learn about students' interests and incorporate them to the lessons and assignments, we can also motivate our students, encouraging self-efficacy and self-worth, by demonstrating them effort will pay off (Woolfolk, 2007).

### *Learning styles*

Dunn (1998), explained in a recent article, "Learning style is a biologically and developmentally imposed set of personal characteristics that make the same teaching method effective for some and ineffective for others. Every person has a learning style-it is as individual as a signature" (Shalaway, 1998).

For Shalaway (1998) the most familiar concept of learning style involves learners' sensory preferences and how those preferences affect their learning. According to this, some types of learners have

been identified: visual learners are those who acquire new information better through sight, this student sometimes seems to ignore oral directions; while the auditory learner needs to hear an explanation of the content. For tactile learners, the best way to learn is by manipulating materials; and finally, there are the kinesthetic learners, who prefer to use the whole body to learn; some activities good for them are dramatization, role-playing, field trips, interviews, etc.

What is relevant at this point, is to get to know our students well, this way, we can plan our class activities according to them and also offer a good variety of activities. Of course it is a demanding task for teachers, but the rewards will be greater; once teachers understand group differences: biological, cultural, familiar, etc. they can respond to them appropriately (Shalaway, 1998).

It is also interesting to include some tasks to teach learners how to learn better, providing them with the right tools to develop working skills, such as; pair work, individual, group, etc., how to develop macro-skills like skimming, scanning, selective listening, note taking, and organizing information, and use tasks designed to encourage learners to reflect on the direct strategies reading, writing, listening and speaking (Nunan, 1999).

### *Teaching techniques*

In order to be effective teachers, we must ensure that we make information meaningful and that information inspires an emotional

response. There are a number of useful and efficient tactics that teachers in any discipline can integrate into their teaching to increase student understanding and improve overall comprehension. To increase our students' retention of information, it is necessary to reduce the amount of information presented at one time, you can increase the likelihood that students will process the information and transfer it to their long-term memory banks (Schreiner, 2009).

### *Teaching adolescents*

Adolescents are much more likely to retain information that induces an emotional response, it is necessary to be creative, and try to add the element of emotion to lessons whenever possible, selecting materials that speak to students' emotions, that way, information is more likely to become permanent knowledge. It is important that teachers provide heavy support at the beginning and gradually withdraw this support as students develop the capacity to perform more independent tasks; in this way, teachers ensure that the lesson remains within the students' zone of proximal development (Schreiner, 2009).

Some implications for classroom instruction for adolescents can be pointed out, so it can help with instruction and classroom management, designing lessons that include a full range of sensory motor experiences, including: music, smell, touch, and emotion. It will increase student's attention span and heighten memory. It is effective to encourage peer collaboration and cooperative learning,



providing opportunities for movement and physical exercise (Wilson and Horch, 2002).

### *Different teaching contexts*

Teaching contexts are those components that may change over time, such as our students, institutional mandates, disciplinary emphases, and departmental initiatives. It is important to evaluate these components so we can adapt our roles as necessary and enhance our course designs to make them even more responsive to changing needs; satisfying for students and faculty, and effective in terms of the learning they foster (Preston, 2002-2011).

Our attention to changing trends can help us to meet student needs, they are eager learners if we can find the way to motivate and intrigue them. We can design a course to build on students' energy and to create an environment for participation and learning; building on their desire for interaction and harnessing it to promote deep learning of course content (Preston, 2002-2011).

### *Supplementary material*

For Tomlinson (1998) "a teaching material is considered as anything which is used by teachers or learners to facilitate the learning of a language".

"Materials are meaningful constructions of reality and truth, more than teaching instruments; materials are useful because they create certain mental images or representations of everything related to knowledge.

Traditionally, the significance of teaching materials has been mostly associated to the issue of motivation because they activate students' affectivity towards academic performance and the competence of the language in study" (Araya, 2007).

Supplementary materials are designed to be used in addition to the core materials of a course, commonly related to the development of skills rather than to the learning of language items, to be useful they should achieve impact, that is when learners' curiosity, interest and attention are attracted (novelty, variety, attractive presentation, and appealing content) (Tomlinson, 1998).

Supplementary materials could be cassettes, videos, CD-rooms, dictionaries, grammar books, readers, workbooks or photocopied exercises, and also newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards, discussions between learners (Araya, 2007).

There are the traditional resources, such as the blackboard, visual aids, the text book, and hand-made materials. On the blackboard you can develop activities such as anagrams, categories, class story, cross words, doodles, draw and describe, fathers and daughters, hangman, letters, picture it, ratings, self-questioning, sentence games, silent story or word change.

The visual aids, constituted by realia, real items belonging to the community of users of the foreign language brought to the

classroom (real tickets, brochures, sweets, etc.), flashcards, wall charts and posters can be any of the wide collection of printed materials available to the teacher. Some activities to be done with realia might be to follow instructions, guess the objects, classify objects, "odd one out" or "find someone who". Activities for flash cards: show the flashcards, substitution dialogues, chains, classify the pictures/words, picture dictionary, domino and other matching games. Activities with wall charts and posters: predicting and anticipating, descriptions, mind maps, reorder the stage, mime and point, label the pictures, try to remember, say as many words as possible, "hide and seek" game.

Audio and visual resources should be used with a close connection with daily classroom work and students' needs and interests. Some of the advantages they present are: motivation, interaction, improvement of messages (combination of sounds and images), the teacher can face the students all the time, oral communication enhancement, cultural background exchanges, reusable materials, classroom time saving, promotion of learner-centered systems.

When we introduce ICTs for teaching a foreign language what we are doing is just bringing the real world into the classroom. We may use ICT either on-line or off-line, the materials available are word processors, educational packages, e-mail, *Chatting or the Social Internet*, Electronic Discussion Groups, Forums or Bulletin Boards, File Transfer Protocol, Web Logs or Blogs, Surfing the

web(Trujillo, Torrencillas&Salvadores, 2004).What really matters is how we use these tools in our classroom to take real advantage of them and above all, motivate our students.

A study made in Taiwanto two sophomore classes of majors from the Department of Chemical Engineering and Materials Science demonstratedhow we can use authentic materials to increase their sensitivity and competence in the target language. Once students are hooked on authentic materials,which trigger the process of natural language acquisition, effective EFL education can be done.

One of the commonly used learning management systems that can facilitate the teaching-learning process is the WebCT (Web Course Tool), with its tools: email, discussion board and links which can be used to develop an effective TEFL, they can influence affective and pedagogical factors that play a key role in learning efficiently and effectively.

Also the use of YouTube as supplementary material with EFL students to study English has been favorably regarded to being interesting, relevant and beneficial with the pedagogical considerations we should take into account.

In language classrooms, students needmotivation more than other learning milieus; many researchers in EFL teachinghave stated that good motivation has apositive effect on foreign language learning, it would be interesting to experience with technology in our classrooms to increase students' motivation by using technology as a

dynamic and challenging motivating factor. There have been some critical reflections about the importance of understanding the complexity of educational change and the key role that the teacher plays in the process within the educational context. It is further suggested that the significant role teachers should play in curriculum reform must not be overlooked if successful implementation and sustainability are to be achieved.

## Results

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:** Paola Cristina Serrano Crausaz

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

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

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

**Author:** Paola Cristina Serrano Crausaz

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

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

VariableIndicators		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.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr
Visual	Flash cards										
	Power point presentations										
	Maps									√	x
	Pictures										
	Charts			√	x						
	Handouts										
	Posters										
	Word cards										
Audio	White/black board					√	√	√	√	√	√
	Songs										
	Dialogues					√	√				
	Stories	√	√								
Audio-visual	Tales										
	Videos										
	Movies										
Realia	Documentaries										
	Objects (toys, plants, fruits)										
Online	Websites										

**Author:** Paola Cristina Serrano Crausaz

**Source:** 8th grade



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

VariableIndicators		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.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/black board	√	x	√	x	√	x	√	x	√	x
Audio	Songs										
	Dialogues							√	√		
	Stories										
	Tales										
Audio-visual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:** Paola Cristina Serrano Crausaz

**Source:** 9th grade

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

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.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/black board	√	√	√	√	√	√	√	√	√	√
Audio	Songs										
	Dialogues			√	√						
	Stories							√	√		
	Tales										
Audio-visual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:** Paola Cristina Serrano Crausaz

**Source:** 10th grade

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

VariableIndicators		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.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr
Visual	Flash cards									√	√
	Power point presentations										
	Maps									√	√
	Pictures			√	√			√	√		
	Charts										
	Handouts			√	√	√	√				
	Posters										
	Word cards										
	White/black board					X	√	X	√	X	X
Audio	Songs										
	Dialogues			√	√						
	Stories					√	√				
	Tales										
Audio-visual	Videos	√	√								
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)							√	√		
Online	Websites										

**Author:** Paola Cristina Serrano Crausaz

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

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

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.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr
Visual	Flash cards			√	√						
	Power point presentations										
	Maps										
	Pictures					√	√			√	√
	Charts					√	√				
	Handouts							√	√		
	Posters										
	Word cards										
	White/black board	x	x	√	√					√	√
Audio	Songs										
	Dialogues					√	√				
	Stories							√	√		
	Tales										
Audio-visual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:** Paola Cristina Serrano Crausaz

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

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

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.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures			√	√			√	√		
	Charts							√	√		
	Handouts										
	Posters										
	Word cards			√	√						
	White/black board	x	x					x	√	x	√
Audio	Songs										
	Dialogues			√	√			√	√		
	Stories					√	√				
	Tales										
Audio-visual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)									√	√
Online	Websites										

**Author:** Paola Cristina Serrano Crausaz

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

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards	-	-	1	7.7
	Power point presentations	-	-	-	-
	Maps	1	14.3	1	7.7
	Pictures	-	-	2	15.4
	Charts	1	14.3	-	-
	Handouts	-	-	2	15.4
	Posters	-	-	-	-
	Word cards	-	-	-	-
	White/black board	3	42.9	3	23
	Audio	Songs	-	-	-
Dialogues		1	14.3	1	7.7
Stories		1	14.3	1	7.7
Tales		-	-	-	-
Audiovisual	Videos	-	-	1	7.7
	Movies	-	-	-	-
	Documentaries	-	-	-	-
Realia	Objects (toys, plants, fruits)	-	-	1	7.7
Online	Websites	-	-	-	-
TOTAL		7	100%	13	100%

**Author:** Paola Cristina Serrano Crausaz

Chart ten: Frequency of use of supplementary material in 9th grade.

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards	-	-	1	10
	Power point presentations	-	-	-	-
	Maps	-	-	-	-
	Pictures	-	-	2	20
	Charts	-	-	1	10
	Handouts	-	-	1	10
	Posters	-	-	-	-
	Word cards	-	-	-	-
	White/black board	5	83.3	3	30
	Audio	Songs	-	-	-
Dialogues		1	16.7	1	10
Stories		-	-	1	10
Tales		-	-	-	-
Audiovisual	Videos	-	-	-	-
	Movies	-	-	-	-
	Documentaries	-	-	-	-
Realia	Objects (toys, plants, fruits)	-	-	-	-
Online	Websites	-	-	-	-
TOTAL		6	100%	10	100%

**Author:** Paola Cristina Serrano Crausaz

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards	-	-	-	-
	Power point presentations	-	-	-	-
	Maps	-	-	-	-
	Pictures	-	-	2	18.2
	Charts	-	-	1	9.1
	Handouts	-	-	-	-
	Posters	-	-	-	-
	Word cards	-	-	1	9.1
	White/black board	5	71.4	3	27.3
	Audio	Songs	-	-	-
Dialogues		1	14.3	2	18.2
Stories		1	14.3	1	9.1
Tales		-	-	-	-
Audiovisual	Videos	-	-	-	-
	Movies	-	-	-	-
	Documentaries	-	-	-	-
Realia	Objects (toys, plants, fruits)	-	-	1	9.1
Online	Websites	-	-	-	-
TOTAL		7	100%	11	100%

**Author:** Paola Cristina Serrano Crausaz



Chart twelve: Quantitative tabulation.

<b>Grades</b>	<b>Public (f)</b>	<b>Private (f)</b>
8th	7	13
9th	6	10
10th	7	11
<b>TOTAL</b>	20	34

**Author:** Paola Cristina Serrano Crausaz

## Description, Analysis and Interpretation of Results

### *Descriptive Analysis*

#### *Private High School*

In this section, we will describe the use of supplementary materials used in teaching English as a foreign language in Private and Public high schools. For this purpose, five classes in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades were observed (a total of fifteen classes in each high school); we have considered features of pertinence and appropriateness of each material used in class; this analysis will be based on a previous theoretical research and also on the information on charts number three, four, five and six.

Later on you will find a comparative analysis among eighths, ninths and tenth grades (public vs. private high school) and the frequency of use of each material in these classes; it will be based on the information found on charts number nine, ten, eleven and twelve.

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

##### *Flash Cards*

The observed class was number five, the topic of the lesson was “Countries and Nationalities”; its first objective was to review vocabulary and identify different countries and nationalities. First, the teacher gave out some flash cards with flags of different countries to students randomly chosen, as she displayed a poster of a world map on the board, students discussed about where was each flag from, then students were asked one by one to match their flags to the

countries on the map, using these flashcards students practiced speaking by introducing themselves; for example, students said: Hi my name is ....., I am from ..... and I am (nationality) .

This material was pertinent according to the objective of the class “Countries and Nationalities” because students could visualize the flags and identified them with the country on the map, linking their previous knowledge with the new vocabulary; also it was appropriate to students’ age (13 years old) and their level of knowledge since they were a basic level, and because in Socials students had already studied countries, flags, locations, etc. The only problem was that students from the back of the class could not totally see the flashcards.

The quality of the material was good, it was well preserved and it was attractive for students, these materials achieved impact; they had noticeable effect on learners when they were presented in the class, they brought up interest and attention from the students. The materials used were ready-made flash cards from a package of material that comes with the book series “Step Up”.

### *Maps*

The map used in this class was used together with the flags’ flash cards previously mentioned; this material is also from the series of materials “Step Up”. Its use was pertinent because with it students were able to locate different countries corresponding to the flags showed by the teacher, and appropriate because students understood

the map easily, and they had already worked with similar activities in other classes. Referring to its quality, the size was good, colorful and attractive for students. To this respect, Salaberri (1995: 427) recommends some activities to be done with maps, such as locations, label the places, and matching, among others.

### *Pictures*

In the observed class number two, pictures were used, the topic of the lesson was “Daily activities and hobbies”; its objective was to describe different activities presented in pictures. Two days before, the teacher asked students to take a picture of a family member performing any daily activity and bring it to the class; then in the class students first played a chain-game; they sat in a circle and the first round started, each student described his picture, for example: “My mom makes the bed every day”. In the following rounds students put away their pictures and tried to remember the different activities in the same order they were presented at first, for example: Juan’s dad washes the car, Jose’s brother sets the table... and so on according to his classmates’ pictures.

The use of this material was pertinent in relation to the content of the class which was “Daily Activities”, and also with its objective, since the pictures they had taken included these activities and appropriate to students’ age (13 years old) and their basic level of knowledge, because it included vocabulary previously worked with them and the activity prepared with the pictures promoted

interaction and activity among students, adolescents learn better through these kind of activities rather than by just listening, according to Salyers&McKee.

The material was appropriate, it was especially useful for visual learners who best acquire new information through sight, because they were able to visualize the activities and it made easier to remember the vocabulary used for this task, as well as the grammar used for first and third person. Regarding to the quality of the material, we can say it was good, but since the teacher did not specify the size for the pictures, some of them turned to be too small for class work. We can also say that since the pictures were of family members, they motivated students to work and participate in class, Trujillo, Torrencillas&Salvadores (2004) say that students can also design and create teaching materials, which is motivating for them and this was the case in the observed class.

In the observed class number four, the topic of the lesson was “Adjectives”; which aimed to describe physical appearance of people and objects. Each student had previously cut out pictures of people from magazines and pasted them on a piece of cardboard, it was a homework task but students did not know how were they going to use them, in class the teacher explained the game and made sure everyone understood the directions, then a volunteer came to the front of the class “the king” and started asking for specific characteristics, for example the “king” said: I want somebody with

curly hair, all the students who had a picture with this feature stepped forward, the king went on asking for different features until a student reached the “king”, he was the winner of the game and the teacher gave him extra points, according to Woolfolk (2007) this kind of activity enhances students to have an extrinsic motivation, to do something in order to earn a grade and please the teacher.

The material was used in a pertinent way, according to the content of the class “Adjectives” because it included pictures where different adjectives were shown and appropriate to students’ age (13 years old) because most of them brought pictures of people of their interest (singers, athletes, actors, etc.) as a result, adolescents are motivated to learn when lessons are related to immediate goals and interests. Also we can say that the quality of the material was good, students showed effort in making this material and they appeared motivated because each one of them chose people according to their interests.

#### *Videos*

This material was used in the observed class number one, the topic of the lesson was “Horror short stories”; the objective of the class was to create a horror story. This task was part of a project held with Language class; students were asked to work in groups and create a horror story, they had to write the script and act it out while they were recorded in a video. Learners at this age possess a vivid imagination, and creating videos is a good way to display creativity.

Once students had made the videos, they were shown to the class. Regarding to videos Nunan (1999) says “In classes where the creativity principle is activated, learners are given structured opportunities to use the language that they have been practicing in new and unexpected ways”. This activity encouraged them to use the language learnt in class, in addition, Lonergan(1984) explains that the most outstanding feature of using videos is the ability to present communicative situations in a complete way, in this activity students are speaking using their own language in real situations.

We can say that the material was used in a pertinent way since it is completely related to the objective of the class; create a horror story, and also appropriate to their age (13) because they are creating their own story according to their preferences and according to their productive level (intermediate); according to Trujillo et al. (2004) “It is also possible for students to make their own video performances, making their own stories, video-clips, dialogues by using the video camera. The main advantage of using video recordings is that they provide language within a natural context. They are highly motivating for students”. Even though the quality of the videos was not the best because they were homemade, so the sound and the image in some cases were not very neat, anyway, it did not cause any kind of impediment to perform the task.

*Handouts/Dialogues*

They were used in class number two. The topic of the lesson number two was “Daily activities and hobbies”; the objective of this class was to listen and find specific information.

First the teacher provided each student with a handout (photocopied material) there was a dialogue between two friends, but there were some gaps for students to fill out with missing information, which students had to complete after they heard the CD. The use of audio materials presents some advantages, such as motivation, interaction and improvement of messages. The used material was pertinent in relation to the content and objective of the class because the missing information had to do with vocabulary about hobbies and daily activities and appropriate to students’ age (13) and level of knowledge because they were common activities performed by them or their family members.

The quality of the material was good; the teacher had prepared this material and photocopied it (black and white) in advance so at the moment of the class it was given to each student, most textbooks are supplemented with audiotapes to carry out listening activities. The most recent ones even provide the students with audio CDs so that they can practice orally at home as many times as they want, even though preparing this kind of activity demands extra time for the teacher, it was easy for her to do it because the textbook they normally use contain the transcripts of each dialogue.

#### *Handouts/Stories*



The topic of lesson number three was “School objects and days of the week”; this class aimed to listen and find specific information, for this purpose, the teacher gave each student a handout (photocopied material) with different pictures, which were scenes of a story. Each scene showed a day of the week and a hidden school object, students had to listen to the CD and identify the mistakes in each scene.

The use of this material was pertinent in relation to the content and objective of the class, were they had to look for specific information of course related to vocabulary previously learnt referring to school supplies, and appropriate to students’ age (13) because the pictures included familiar objects used by them in class and also according to their level of knowledge (basic). Activities according to the ones recommended by Trujillo et al. (2004) “There is a wide range of activities in which listening is required, the most common ones may be listening and comprehension, songs, jigsaw listening or paused listening”, also the quality of the material was good; the teacher had prepared this material and photocopied it (black and white) previously and the sound quality of the CD was also good.

*Objects (fruits, toys, tools, etc.)*

The topic of lesson number four was “Adjectives”; its objective was to describe objects. The teacher used these resources in order to complement their writing and their speaking, since the link among the visual, the aural and the conceptual has to be worked

out in the classroom. The teacher brought to the class a bag full of objects of different kinds, such as toys, tools, school supplies, fruits, etc.) and then taking turns, students secretly brought out an object and started giving hints to the rest of the class so they could guess what object it was.

The use of this material was pertinent in relation to the content of the class and to its objective which was to use adjectives to describe different objects, providing students a variety of things to describe, it was also appropriate to students' age (13) because the teacher used objects of their interest and the vocabulary used was according to their level of knowledge; realia is a very valuable tool to teach vocabulary or as prompts in oral or written interactions, some activities to do with realia are to follow instructions, guess the objects, classify objects, etc.

The quality of the material was good, and there was a variety of objects such as fruits, toys, school supplies and other tools, which encouraged students to use a wide vocabulary, and also encouraged students to look up in the dictionary unfamiliar words.

#### *White/black board*

This material is repeatedly used in class, and most of the times it is used in the same way. In class number three, for example, the topic of the lesson was "School objects and days of the week"; its objective was to listen and find specific information to complete a story (selective listening).

In this case the white board was used after the listening exercise to check answers with the students; they took turns to write down the missing words from the story and the rest of the class compared them with their own answers. The use of this resource was pertinent in relation to the content of the class but inappropriate to students' age and level of knowledge, because this is a traditional tool and little attractive for adolescent learners.

The material was in good conditions, although the markers the teacher used were not, making it hard to observe for students in the back of the class.

In class number four the topic of lesson was "Adjectives"; its objective was to describe objects. For this purpose the teacher used the board to write down a list of adjectives students may use to describe people or objects.

The use of white board in this case was pertinent according to the topic because it helped students visualize the words and have them present at the moment of describing, but not very appropriate because it has been related to "teacher- centered" use and it is not very motivating for students, although the teacher used a proper size and legible handwriting at the moment of writing on it.

There have been suggested some activities to be done on boards that could have been used in this class, which may have helped attract students attention as well as to promote interaction among them, for example cross words, draw and describe, hangman,

picture it, sentence games or word change but none of them were used here.

In class number five the topic was “Countries and Nationalities”; its second objective was to write a paragraph providing personal information with information previously given. In this class the teacher wrote down on the board personal information of two exchange students, including name, nationality, age, preferences, hobbies, etc. afterwards students had to look, at this information to write a paragraph about each one of this students, like this: My name is Alhi, I am fifteen years old and I am from India. I enjoy playing the violin and listening music, in my free time I practice with a band, etc.

The material was not used in a motivating or attractive way; the activity was not challenging for students, and as a result, students finished the task earlier than planned producing indiscipline in class, so we can say that the material was not appropriately used for students’ age (13) or level and neither pertinent according to the class’ objective, although when referring to quality it was in good conditions, the handwriting was clear and good size.

### *Learning styles*

According to Shalaway (1998) every person has a learning style, it is as individual as a signature and they involve learners’ sensory preferences and how those preferences affect their learning, for the observed classes in eighth grade, the teacher used at least two different materials in each class which helped the different

types of learners, for example for visual learners the teacher used flash cards, posters, maps, pictures, realia and white board, for auditory learners the teacher used dialogues and stories and for kinesthetic learners the teacher used acted out activities (videos), games, and contests; promoting class participation, interaction, motivation, and helped learners acquire their knowledge in a better way.

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

#### *White/black board*

This material was used in class number one; the topic was “Superlative Adjectives”, its objective was to compare musical information and answer questions. In this case the board was used to explain new words, the teacher wrote down on the board some adjectives and next to them he put their meaning in Spanish; afterwards, he wrote some examples of sentences that included superlative adjectives to explain the grammar.

In this class the board was not used appropriately in relation to the objective of the class, the teacher could have taken more advantage of the material for example to make charts, ratings or sentence games, as Marsland (1998) suggests. Its use was neither pertinent to the students’ age (14 years old) or their level since the activity was not interesting for them, also they were advanced level students and the teacher used translation, something completely outdated in EFL education. The usage of this tool is the opposite of

what communicative competence is; the primary function of language is to allow interaction and communication and with this usage of the board language is not reflecting its functional or communicative uses.

Here communication is put aside and the teacher is focusing only on grammar, when the primary units of language are not merely its grammatical and structural features. We may say referring to the quality of this material that the handwriting was good because of its size and easy to understand for students.

In class number two the topic was “Comparative Adjectives” with the objective to compare different objects. For this class, the teacher used the board in the same way as the previously explained class as a “teacher-centered” material, except for the translation. The teacher wrote on the board a list of adjectives some of them short and some of them long, and then he proceeded to explain the grammar part; to make sure students understood the rule, he asked them to make sentences in their notebooks using each one of the adjectives listed, later on, volunteer students wrote on the board their sentences to check if they were correct.

In terms of quality we already said that the material was in good conditions referring to clearness and size of the letters, and it was used in a pertinent form according to the objective of the lesson, but regarding to appropriateness its use was not according to students’ age (14) or level of knowledge since the material was presented in a non motivating activity.

In class number five, the topic was “Will-Won’t” and its objective was to talk about predictions for the future. In this class, the teacher divided the board in two sections and it was used to stick pictures on it, on one side she used pictures about the present (animals, city, people, nature, etc.) and on the other side she used similar pictures but these ones were about the future. Although this is a traditional material, it was used in a different way; regarding to the use of a board Trujillo et al. (2004) say: “The board is not only to write on: stick things, project things, draw on it,...”, this awakens students curiosity about the task and motivates them to participate.

Afterwards students were asked to carefully observe the pictures and try to orally describe pictures in present, once they became confident with this activity, the teacher asked them: What will happen to animals in the future? Then she encouraged students to give answers using will or won’t.

In this case the material was used appropriately to the students’ level of understanding and production because the teacher encouraged verbal interaction among teacher and students, and also provided a topic of interest for the students’ age (14); it was pertinent according to the topic and objective of the class providing practice and error tasks and also promoting student cooperation and participation. The material was in good conditions referring to the size, and because students were able to observe from different angles of the class.

### *Flash cards*

This material was used in class number two: “Comparative Adjectives” which we already mentioned before, its goal was to compare objects. In this class, flash cards were used to present pairs of objects: animals (fast-slow), fruits (big-small), people (fat-thin), toys (interesting-boring), etc. students observed their differences and wrote down in their notebooks as many comparative sentences as they could in a certain period of time.

The material was in good conditions referring to their size, colors and type of pictures, it was made by the teacher, in some cases using printed images and in other cases using magazine cut outs. The material was colorful and interesting for students because of their variety, which fits to the recommendations for hand- made materials in Trujillo et al. (2004). It was pertinent according to the topic of the class and its objective which was to use grammar and vocabulary in a functional way; also appropriate to students’ age (14) because they were pictures related to their interests, also according to their level of production because of the vocabulary used for the task, engaging learners into meaningful and authentic language use.

### *Pictures*

This material was used in class number three; its topic was “Use of Can-Can’t/Could-Couldn’t”. The objective of this class was to talk about present and past abilities. For this class, the teacher had previously drawn a chart on a wall paper, it was divided in past and



present, she had also asked students to bring to the class pictures about different activities, the task started by sticking on the chart different pictures and assign them a specific time or age, for example: when I was in kindergarten or when I was 4 years old; afterwards, students had to ask each other questions, such as: Could you ride bike when you were 4?, and create a dialogue by observing the pictures on the chart.

The material was appropriately used, because it helped visual students, to this respect, Trujillo et al. (2004) mention, “some advantages of visual aids are motivation, interaction, and improvement of messages, also the teacher through observation and mediation determined class’ direction”, the material was used according to students’ age and level because of the pictures and type of activities mentioned. It was also pertinent to the topic and objective of the class, since the objective was to talk about present and past abilities, it helped students to use previous vocabulary and also look up for new words in order to make sentences.

The quality of the material was not very good, because of the size of the pictures, not all students were able to see them clearly. Students brought family pictures from home, pictures from magazines and also printed from internet which was interesting for them.

Pictures were also used in class number five; its topic was “Will-Won’t”. The objective of this class was to make predictions

about the future. In this class, pictures from internet were brought by the students and then attached to the board, which was divided in two sections: will and won't. Students looked at the pictures and started discussing predictions about what will happen to Earth in the future.

The material was appropriately used to students' level because of the vocabulary used; the teacher provided pedagogical opportunities through which learners structured their own understanding. It was also pertinent to the topic and objective of the class, because it encouraged students to speak focusing on the pictures without the fear of making mistakes and enabled learners to communicate with others in the world beyond the classroom.

The quality of the material was very good, since the images were neat and colorful, and also because students had brought pretty shocking images, and they were able to see them at any point of the class.

### *Charts*

A chart was drawn on a wall paper, it was used in class number three; its topic was "Use of Can-Can't/Could-Couldn't". The objective of this class was to talk about present and past abilities.

The chart was divided in two sections, present and past and different ages. The teacher used the pictures previously mentioned to stick them on the chart and students had to create a dialogue by

observing the pictures on the chart asking and answering questions to his partner.

The material was appropriately used, because it was according to the level of the class referring to vocabulary used and complexity of the sentences, also according to students' age (14), and helped students focus on the task understanding better the use of can and could, and also involved students in a community of practice, Woolfolk(2007) says that students are motivated to learn if they are members of a classroom or school community that values learning.

The material was used in a pertinent way according to the topic and objective of the class which was to create a dialogue based on the chart, this helped kinesthetic learners, according to Shalaway (1998) these students prefer to use the whole body, favoring them some activities as dramatizations, pantomime, field trips, and interviewing. The activity motivated them to learn because it was related to immediate goals and students' interests.

We can say that the quality of the material was not very good, since the chart was drawn at the moment on construction paper, without colors or anything so it did not catch students' attention; this was not the case of the pictures, with them the activity got better and students enjoyed it. Wall *charts* are supposed to offer learners more complex visual stimuli, for example comprise a sequence of events related in time and/or space; they can be suitable for narratives or science-related presentations as Trujillo et al. (2004) suggest.

### *Dialogues*

In class number three, the objective was to use Can/Can't and Could/Couldn't to talk about present and past abilities, in this class the teacher used a dialogue besides the chart and pictures. The teacher used a dialogue from the CD that accompanies the textbook, the CD contained a conversation between two friends talking about their present and past abilities; it was played three times so students could have an example on how to create their own conversation based on the pictures they observed. Its use was appropriate since the vocabulary and level of complexity used for students' level of comprehension and age was correct.

Its use was pertinent because it encouraged students to participate and also gave them security at the moment of performances, helping students establish relationships among similar concepts, ideas and situations to make inferences. It was totally related to the topic and objective of the class. We can also say that the quality of the audio material was good referring to clearness and neatness.

### *Story*

A story was used in class number four, its topic was "Can-Could"; its objective was to apply polite requests and ask for favors.

For this purpose, the teacher used a CD (works together with the textbook), it contained a story about some school friends asking for improvements at school, they talk to their parents and to the

school principal, they use can and could to ask for favors and to make their requests. The teacher repeated the story several times so students could familiarize with it and its vocabulary, then she discussed with the class different situations from the story and analyzed the use of can and could.

Regarding to audio and audiovisual materials, Trujillo et al, (2004) say that we should not listen to a tape or watch a video without any particular aim, but as an aid to improve students' learning progress. The teacher's purpose in this class was to establish a close connection with daily classroom work and students' needs and interests, she did it well, since the material was pertinent for the class objective and appropriately used according to students' level of understanding and age.

This material was part of the resource pack that came with the textbook and it was good, because it provided certain contextual aspects and some extra linguistic elements that helped in the understanding of messages and it was useful to develop listening and comprehension skills.

#### *Handouts*

This material was used together with the story we mentioned before for class number four. The teacher had prepared handouts of photocopied material according to the story. Students had to fill in the blanks of the story using can or could depending on the situation, as we mentioned before, these situations were previously analyzed by

the teacher with the students. This activity was used to evaluate students' comprehension at the end of the class.

The material was pertinent according to the class' topic and objective and also appropriate to students' age (14) and level of production because it applied what students had previously learned based on what they heard and discussed about.

The quality of the material used was good because it was clear, and related to the activity.

### *Learning styles*

Dr. Rita Dunn and the colleagues at the Center for the Study of Learning and Teaching Styles explained in a recent article "Learning style is a biologically and developmentally imposed set of personal characteristics that make the same teaching method effective for some and ineffective for others", in the observed classes the teacher used a variety of materials for each class, focusing on the different kinds of learners (visual, kinesthetic, auditory, etc.), but as we mentioned before, not all the materials are effective for all the students and the way they perceive them also varies, the teacher altered the instruction to provide many different types of strategies, activities and experiences, with this achievement increased and behavior improved.

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

#### *White/black board*

This was the only material used in class number one; its topic was “Simple Past”, the objective of the class was to use verbs in simple past to describe what they did the day or weekend before. For this class, the teacher used the board in the traditional way, she wrote a list of verbs on the board in their infinitive form and then in simple past. Later on, students started to talk about their past activities, as a journal, using the verbs previously listed.

When teaching adolescents, teachers must ensure that they make information meaningful and that information inspires an emotional response, in this case the material was not used in a creative way and students were not motivated at all, as a result they did not pay attention to their classmates’ speaking, and in consequence we may say that the material was not used in a pertinent way because it was not expressing what the teacher was trying to explain, and it was not appropriate for the students’ age or level because it turned into a mechanical activity. Referring to quality, it was not good because the handwriting was not clear and the teacher only used one color of marker.

This material was also used in class number four with the topic “Rules at school and at home”, the objective was to write about what they have or do not have to do at home or at school. Here the teacher used the board to explain the use of can/can not/must/must not/had to/could not. It was appropriate to learners’ level because of the vocabulary they had to use, but it was not pertinent according to

the topic or objective of the class because it did not provide interest for students or interaction among them which was the objective of the class. Also the quality was deficient because the teacher only used one color of marker and it was not very clear.

Also in class number five the board was used to explain grammar, the topic was “Present perfect tense using yet and already”; the objective of this class was to describe computer games and their instructions. Here the teacher should have considered that students are eager learners and as teacher she has to find the way to motivate and intrigue them, to promote participation in class.

Its quality was not good because the teacher used only one color of marker which lost students’ attention and interest, instead of using colors, labels, boxes, etc. although its use was appropriate for the students’ level because she made a clear grammar explanation for their age. Its use was pertinent since the topic and objective of the class was to explain a grammar rule, and the board is always helpful and necessary to teach grammar.

### *Pictures*

This material was used for class number two; its topic was “Comparative and Superlative adjectives”. The objective of the class was to talk about different things and then compare them. The teacher made pairs of students for this task, and then she gave them a pair of picture cards with pictures of similar things, for example, animals, tools or food. Then they had to describe each object and



compare the two of them orally, discussing the differences with their partner. Once they finished with those cards, they rotated materials.

This material was made by the teacher, and it was well preserved, so the quality was good, it was used appropriately to students' level and age, they enjoyed the activity because it was according for them. It was pertinent to the content of the lesson and its objective because it promoted interaction among students which helped in the didactic process of speaking using the vocabulary previously learnt and also as rehearsal for further linguistic activities outside the classroom.

This material was also used in class number four; the topic was "Rules at school and at home", the objective was to determine what you have or do not have to do at school and at home. The teacher had sent students as homework to print different signs, for example: no smoking, no running in the stairs, no cell phones allowed, etc; and asked students to bring them to class to share, during the class, students orally determined which were rules for school and rules for home, and then they had to write them down on their notebooks.

The material was interesting for students and motivational, it was appropriate for their level of knowledge and age, also it was pertinent for this class because it recycled vocabulary previously learnt and also added new words, but language needs to be learnt functionally and the production of simple sentences does not provide

that, they need to represent real world situations, using for example dialogues, interviews, act outs, etc.

Finally we can say that students showed real effort in bringing the pictures for this class and the quality was excellent because the signs were clear and neat, and with the proper size for class-work.

#### *Word cards*

This material was used in class number two at the same time with pictures; the teacher gave students picture cards of different objects and also word cards containing adjectives. Students had to use these adjectives according to the pictures given; the activity consisted in describing the different objects shown in the cards. These visual aids helped students to make their descriptions using adjectives, comparatives and superlatives applying the grammar rules. The material was pertinent for this class since the creativity principle was activated at the moment of their descriptions; learners were given structured opportunities to use the language that they have been practicing in new and unexpected ways. It was also appropriate to students' level and age because of the type of pictures and vocabulary used. The material's quality was good, it was previously prepared by the teacher; it was in good conditions and helped students develop their oral skills because they were colorful, clear and with the proper size.

#### *Dialogues*

The teacher used dialogues for classnumber two, previous to the activity performed with the word cards and pictures. In this activity the teacher played a CD three times to familiarize students with sentence structure for describing and comparing things, this shows appropriateness in the use of this material because it goes according to the age and level of the students (15), and also shows pertinence because it was according to the topic and objective of the class.

The dialogue she used was from the resource pack that comes with their textbook but it is used in a different way than the activity recommended in the book, which shows teacher's creativity, there shows a good quality of the material used because it was clear and understandable for students.

Also this material was used in class number four; basically it was used in the same way as in class number two, the teacher played the CD with a dialogue where a boy explained to his parents the rules for school. Here sentence structure was modeled for students, previous to the activity done with the pictures mentioned before.

This was a receptive activity based in comprehension and interaction with previous knowledge, the material was pertinent for this class since the authenticity of the material helped students cope with genuine communication outside the classroom, and also it was appropriate according to students' need of motivation because this

contributed to reach their short term goals. The quality of the material used was good because it was clear.

### *Charts*

A chart was used in class number four to talk about rules at school and at home. After each student showed their pictures, they created a chart on construction paper, where they had to stick on pictures to classify rules at school and rules at home (does and don'ts).

The material was pertinent for the topic of the class and its objective to write about rules at home and school, it was also appropriate to students' age and level of production, referring to the type of sentences they could create and the vocabulary used; this material helped them providing a visual aid to produce language. The quality of the material was good for the purpose of the task because of the use of different colors, and the pictures attached to it.

### *Stories*

A recorded story was used in class number three; its topic was "regrets and wishes" and the objective was to express wishes and regrets in different situations. The teacher presented the story to the class and then students had to match the characters of the story with what they wished for and what did they regret about.

As Trujillo, Salvatore & Torrencillas (2004) point out "Most textbooks are supplemented with audiotapes to carry out listening activities. The most recent ones even provide the students with audio

CDs so that they can practice orally at home these activities. Apart from what is available in the textbook, there is a great deal of recorded materials especially designed for teaching foreign languages: dialogues, songs, stories...etc.” The quality of this material was good because it was clear and the sound was good, also it was appropriate for the class’ topic and objective since the vocabulary and the situations used in the story were according to them, the material was appropriate for the level of students because they were able to deduce results from what they heard, and also appropriate for their age because of the different situations presented in the story.

*Objects(video games’ boxes)*

Real objects were used in class number five, the topic of the class was “Present perfect with yet and already” and the objective was to describe computer and video games with their instructions. For this purpose the teacher asked students to bring real video game boxes where students could read a description of the game, and then they had to draw scenes of the game and describe them to the class using the grammar previously explained.

This material was pertinent to the topic and objective of the class because bringing material of their interest motivated students. Also it was appropriate for the students’ age and level, because at this age video games are very interesting for them. The material they brought was of good quality, easy to understand, and it encouraged students to share their experiences with the games.

### *Learning styles*

It is relevant to get to know our students well in the first lessons, this way we can plan our class activities according to them and also offer a good variety of activities. Once teachers understand group differences, like biological aspects, cultural, familiar, etc. teachers can respond to them appropriately, suggests Shalaway (1998). With some of the activities proposed by the teacher she could find out about students interests, making classes more interesting and motivating.

### *Public High School*

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

##### *White/black board*

The teacher used this material for classes number three, four and five, and in all of them the teacher practically used it in the same way. The topic of class number three was “Personal pronouns and verbs in simple present”, its objective was to listen and extract specific information from short sentences.

In this class the teacher wrote a list of personal pronouns on the board using a black marker, in front of them she wrote a verb in simple present with the color blue, but when working with he, she or it, the teacher used a red color to emphasize the use of the s or es at the end of the verbs. Once the grammar rule was explained the teacher read a short paragraph about Peter’s daily activities; for example, Everyday Peter gets up at seven o’clock, then he takes a

shower....,after reading the paragraph the teacher orally asked students some questions about specific details of the reading, for example, What time does Peter get up?, students said 7 o'clock, but the teacher encouraged them to give full answers, Peter gets up a 7 o'clock, and finally writing students' answers on the board to compare.

In this case the use of the board was pertinent to the topic and objective of the class because it was easy for students to visualize the difference between the different personal pronouns and the verbs in present, also the use of the material was appropriate for students age (13) and level of knowledge since they were a basic level. The quality of the material was good because the teacher used different colors to explain grammar better, making it very visual for students and also the handwriting was clear and visible for all the students.

In class number four, the topic was "Verb to be", its objective was to write an ID card and read passport information. For this class the teacher wrote passport information about a Mexican girl; for example: name, date of birth, address, phone number, nationality, etc. using this information, students had to write a paragraph about this girl; for example, Her name is Teresa and she is from Mexico, she lives in.... Using this information as example, they had to write their own ID card and share it with their classmates.

In terms of pertinence, the use of this material was according to the topic and objective of the class because it included the grammar

previously reviewed and helped to meet the task proposed, its use was also appropriate to students' basic level of knowledge and production of the language as well as to their age. The quality of the material was good because it was easy to read for students and understandable.

In class number five the topic was "Countries and Nationalities", its objective was to use the verb to be and the new vocabulary about countries and nationalities to introduce people.

In this class the teacher displayed a world map on the board and wrote some nationalities on it, in front of each nationality she wrote people's names; using the information from the board, students had to make sentences such as; Melissa is American, she is from United States.

The use of the material was pertinent to the class' topic and objective because the teacher could provide information for the task, it was also appropriate to students' age and level of production since they are basic level, but it had lack of motivation for students.

The quality was not very good because some students had difficulty reading from the back of the class.

### *Maps*

It was used in class number five, its topic was "Countries and Nationalities", and its objective was to use the new vocabulary to introduce people.



The teacher used a Spanish Social Studies map, on which students identified different countries, and then the teacher wrote down their names in English on the board and in front of each one of them the corresponding nationality.

The use of the material was pertinent for the topic of the class, but it was not appropriate for learners' age, since it did not catch their interest. The map used was quite old and the names were hard to distinguish, so the quality of the material was not good.

#### *Charts*

This material was used for class number two, its topic was "Possessive pronouns", the objective was to use these pronouns correctly in short sentences.

The teacher brought a previously drawn chart on a big cardboard, the chart had names of different people and each one of them possessed different objects, which were also drawn on the chart. She started eliciting objects, for example, whose ball is this?

The teacher expected oral responses, students said: "It is Sonia's ball or this is her ball". After a few questions, students became bored because the material and activity was not appropriate for their age or level. The material was used in a pertinent way according to the topic of the class and its objective, and also the quality was good, because the teacher showed effort in preparing this material and the objects and names were very clear.

#### *Dialogues*

A dialogue was used in class number three, the topic was “Personal pronouns and verbs in simple present”, its objective was to listen and extract specific information from short sentences. The teacher played an audio CD with a short dialogue between a flight assistant and a passenger, in which she asked him some personal information, after the CD was played several times, the teacher asked students to elicit the information they heard and try to write a personal presentation in the notebook.

The material she used was part of the resource pack that came with the textbook, the sound was clear and also the vocabulary used in it was easy to understand, so the quality was good. The material was used in an appropriate way according to students’ level and age because of the conversation used and the vocabulary used in it, also it was used in a pertinent way according to the topic of the class and its objective to listen to obtain specific information.

### *Stories*

A story was used in class number one, the topic was “Making new friends”, and its objective was to introduce itself to others.

For this class the teacher used a recorded story of a new boy in the neighborhood that wants to make new friends and has to exchange personal information. After listening to the story, students had to complete an exercise in their textbook.

The material was pertinent for the topic of the class and its objective because it included personal information presented in a

simple form, and also its use was appropriate to the students' age and level of understanding, probably because some of them are new at school and they are trying to make new friends. The quality of the material was good because the audio was clear, paused and the students completed the task with no trouble.

### *Learning Styles*

As we can find in *Enciclopedia general de la educación* Océano. (Vol.3) authors suggest that when teaching a foreign language, the teacher must pay special attention to the personal, cultural and learning diversity among students, in order to promote participation and cooperation in class. The teacher must provide activities that allow students to express themselves in different ways (orally, written and kinesthetically) in 8<sup>th</sup> grade's case we can say the teacher mostly used receptive activities, instead of productive activities with a closely guided process which did not permit students to express themselves freely and the activities proposed were not very varied nor interesting for students.

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

#### *White/black board*

This was the most used material in the five observed classes in 9<sup>th</sup> grade. This is a traditional material, which the teacher mostly used for explaining grammar structures.

This material was used in observed class number one; the topic of the class was "Present continuous", and the objective of the class

was to introduce the present continuous and practice pronunciation of -ing ending. The teacher used different colors of markers to explain the grammar for this purpose and wrote some sentence examples on the board, but under each sentence she wrote its translation and asked students to repeat after her in order to practice pronunciation.

The material was used in a pertinent way according to the topic and objective of the class which was to introduce the new grammar, but it was not appropriate for students' level or age (14) since the teacher used translation and this is boring for students. Regarding to quality, it was good because of the use of different colors and the type of handwriting was legible and understandable.

For class number two the teacher also used the white board, the topic of the class was "Clothes", and the objective was to introduce clothes vocabulary.

For this purpose the teacher wrote some clothes vocabulary on the board, for example; skirt, jeans, T-shirt, jacket, pants, sneakers, shirt, sweater, dress, belt and shoes. Next to each word the teacher drew the corresponding clothes, she asked students to repeat after her each word to practice pronunciation, and then she asked students to carefully observe the words and drawings and try to memorize as many as they could, after three minutes she erased the board and asked different students to draw some of the clothes previously taught. The use of the material was pertinent according to

the topic and objective to introduce new vocabulary, but it was not appropriate to students' level or age because the drawings were not motivating for them and cause no interest in the class; referring to quality it was not very good since the teacher only used one color of marker, the drawings were not very good and the teacher took too much time in drawing them.

In observed class number three the white board was also used, the topic of the class was "personal Profiles", and its objective was to compare personal profiles and read to look for specific information.

For this class the teacher wrote two personal profiles on the board, including information such as: name, profession, date of birth, age, likes, dislikes, and the new movie they are acting for. Afterwards the teacher asked students to observe the profiles, read them carefully and find things they have in common, eliciting oral answers first and the then students had to write the similarities on their notebooks. The material was used in a pertinent way according to the topic and objective of the class which was to compare personal profiles, but the use was not appropriate to students' level or age because it was not motivating or attractive for them, the quality of the material was good because everybody could observe and read the information clearly.

This material was used in observed class number four; the topic of the class was "Countable and uncountable nouns", and the objective was to use much/many/some/any in the correct form.

In this class the teacher used the board to write down words as much, many, some and any; in front of them she wrote the meaning in Spanish. Then she asked students to name food items like apples, milk, bread, sausages, salt, eggs, etc. she wrote them in two columns and asked students to define which were countable nouns and uncountable nouns. Its use was pertinent to the topic of the class but inappropriate and not motivating at all for students' level or age, the use of the material was good because the handwriting was legible and clear to see from different parts of the class.

In class number five the topic was "Planning a Party" its objective was to review vocabulary previously learnt and plan a party. The teacher explained students how to organize a party using present continuous and recycling vocabulary about food and clothes. For example; we are organizing a birthday party, Tomas is bringing some sodas, Karla is bringing a cake, but there is not any beer. She writes this as an example on the board and students have to do it in their notebooks. The use of this material was pertinent for the objective of the class which was to recycle vocabulary but not appropriate for students' age or level because students did not enjoy the activity so much, the board becomes boring for them and not motivating, the quality of the material was not good since the condition of the marker was not the best producing difficulty at the time of reading from students' seats.

### *Dialogues*

This material was used in observed class number four; the topic of the class was “Countable and uncountable nouns”, and the objective was to use much/many/some/any in the correct form.

For this class the teacher used a recorded dialogue at a grocery store, while students were listening to the conversation, they had to draw the grocery store with all the products they heard and finally they had to compare their drawings with their classmates to decide who was right.

Students enjoyed this activity because they did not expect to do something like this, plus they had to be focused all the time in the activity so they would not miss any details. The use of the material was pertinent for the topic and objective of the class which was the use of countable and uncountable nouns, and appropriate for their level and age, as well the quality of the material was good because it was prepared in advance by the teacher, who recorded the conversation with a native speaker.

### *Learning Styles*

Adolescents need educational programs designed specifically for their age group because of their uniqueness in terms of intellectual, social, emotional, and physical development, it is also a time of life when young people are forming values and making decisions that will impact them for the rest of their lives. Teachers should choose activities in which students perform active involvement in learning, and also related to their immediate goals and interests according to

Salyers, F. & McKee, C. If we accept the idea of learning styles, then we must also accept an approach to teaching that helps students develop skills through their strengths, in Shalaway, L. (1998) research shows that when instruction is matched with students' learning preferences, whether they be social, sensory, environmental, hemispheric, or related to mobility or time of day, achievement increases and behavior improves.

For this level, the teacher did not use material related to students' age or interests, providing a non-motivating environment in the classroom, also the activities were not very varied and did not involve different learning styles.

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

##### *White/black board*

This was the most commonly used material in 10<sup>th</sup> grade classes, for example in observed class number one the topic was "Good weather" and its objective was to introduce the use of will and going to for weather predictions and arrangements.

In this class the teacher used the board and different colors of markers to explain the grammar structures for "will" and "going to" and their uses for predictions and arrangements, after that she divided the class by rows as well as the board, students came up taking turns and drew a weather symbol on the board plus an activity, the next student had to write a sentence using the drawings,



for example, it will be sunny on Monday and we are going to the movies, the first row to finish was the winner of extra points.

The material was pertinent to the objective of the class because the teacher introduced the grammar successfully and provided an interesting activity to reinforce it, it was used in an appropriate way for students' level of knowledge and according to the vocabulary previously learnt, and also appropriate for their age (15) since they were able to perform the task with no problem, enjoying the activity and practicing at the same time, the quality of the material was also good because the teacher used different colors of markers, the drawings were easy to see and for the grammar explanation she used the proper size of handwriting.

In observed class number two the topic of the class was "Organizing Events", its objective was to organize a day trip. In this class the teacher used the board to explain how to organize or plan different activities, she drew objects for different occasions, for example, a tent, a cake, an invitation, etc. and asked students to identify which occasion are they for and encouraged students to elicit more objects, then the teacher played a dialogue on an audio CD where some friends were planning a day trip. Students had to take groups of objects drawn on the board to organize different celebrations, such as weddings, trips, birthday parties, graduations, etc. and present them orally to the class.

In this case the material was used in a pertinent way for the topic and objective of the class because it helped students visualize the objects for the task; it was appropriately used according to their age and level because it is something teenagers are interested in, also the vocabulary they had to use was recycled from previous lessons. The quality of the material was good because the drawings were clear, quickly made and interesting for students.

For observed class number three, the topic was “Comparatives and Superlatives” and its objective was to introduce comparisons. The use of this material was basically used to explain grammar, the teacher first explained the grammar rules and uses of comparatives and superlatives for short and long adjectives using the board and different colors of markers, including some sentences as examples, after that the teacher divided the class in two groups, and gave an adjective, for example short, students had to find things or people in the class to compare, for example Lucy is shorter than Mary and write it on the board, at the end the team with more sentences was the winner and received some candies.

The use of the material was pertinent for the topic and objective of the class because it helped students understand the grammar, also it was appropriate to their level because of the vocabulary used and because the activity was not only teacher centered but encouraged their participation in an encouraging way. The quality was also good

because of the use of different colors of markers and the clear explanation the teacher made on the board.

In class number four the topic was “Predictions for the Future”, its objectives were to make predictions about what will happen to Earth in several years and correct use of will or will not.

First the teacher used a recorded story on a CD which described how will life be in one hundred years, she used the board to check students’ answers writing questions such as, How will people live in the future? What will they eat? and so on, students came to the board to answer to these questions according to what they heard on the CD.

The material was used in a pertinent way according to the topic and objective of the class because the teacher could check the correct use of will as well as comprehension of questions, it was also appropriate to the level of students because of the vocabulary used in this activity and also because it promoted their participation, the material was in good conditions because the teacher used different colors of markers for questions and answers and also the correct handwriting for them to observe from their seats.

In observed class number five, its topic was “Making Deductions”, its objective was to introduce might for deductions. In this class the teacher used different colors of markers and the white board first to draw parts of different objects, for example the wheel of a car and told students to try and guess what object was, then she

continued adding details to the object until they could guess what it was, she explained them that they had been doing deductions and for that they need to use the word might. Then she divided the class into teams and asked a volunteer for each team to come to the board and do the same, the team to guess five objects first was the winner.

The use of the material was appropriate for students' age and level because it encouraged students to participate in class; it was also used in a pertinent way according to the objective of the class because it motivated them to make deductions. The quality of the material was good because the teacher used different colors of markers, clear drawings, and with the proper size.

#### *Dialogues*

This material was used in class number two, its topic was "Organizing Events" and its objective was to organize a day trip, in this class the teacher played an audio CD which was part of the resource pack of the text they were using in which some friends are organizing a day trip, presenting information like transportation, activities, food, destination, etc. using present continuous. The teacher used this material in a pertinent way according to the objective of the class and also in an appropriate way, since the vocabulary used in the dialogue was appropriate for their age and level; the quality was good because it was clear, understandable and helped students work on the next activity proposed by the teacher.

#### *Stories*

This material was used in class number four, the topic was “Predictions for the Future”, and the objectives of this class were to make predictions about what will happen to Earth in several years and correct use of will or will not. The teacher used a recorded CD story, part of the resource pack of the text they were using, it was a short story about how will life be in the future, she played the CD four times so students could understand the text and take notes for a coming activity. In this case the use of the material was appropriate to students’ age and level because of the type of story used and the vocabulary contained in it, also it was pertinent for the objective of the class which was to make predictions about the future using will and will not correctly, the material had good quality, because the audio was clear and all students were able to listen the story.

### *Learning Styles*

It is really important to plan class activities according to students’ age, level and interests offering them a good variety even if it is difficult to count with varied material. Some of the activities proposed by the teacher encouraged students’ participation and a certain level of competition, making classes more interesting and motivating, providing a non teacher centered class.

### *Comparative Analysis*

Considering charts nine, ten, eleven and twelve, corresponding to the frequency of use of supplementary materials in Private and Public high schools in the different levels, a comparative analysis will be done based on the observations and questionnaires filled out by teachers and students.

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

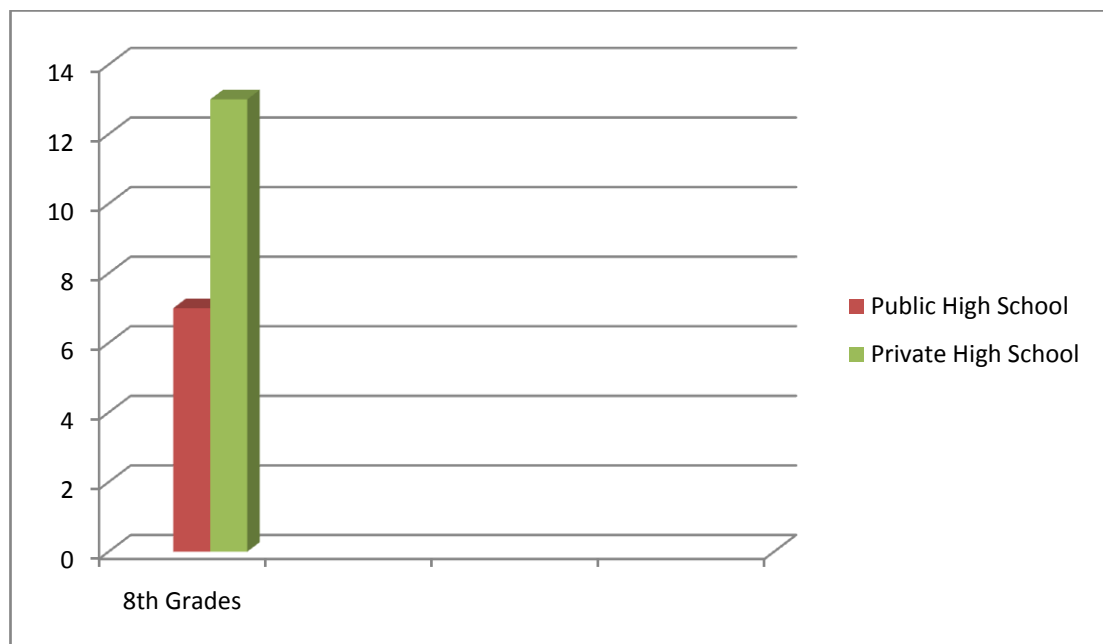
According to charts number nine and twelve, as you can observe, the use of supplementary materials in private high schools was 13 and in the public high school was 7, being more frequent its use in private high schools.

The material used the most in both was the white board, 3 in each case, even though in the private high school they also used a variety of materials such as flash cards with a frequency of 1, maps 1, pictures 2, handouts 2, recorded dialogues 1, videos 1 and realia 1, while in the public high school the teacher used a map 1, a chart 1, a recorded dialogue 1, and a story 1.

According to the questionnaire applied to the teachers: in the private high school the teacher is involved in the teaching process and cares about her students' improvement; for her, supplementary materials are basic in her teaching practice because she recognizes their importance, on the other hand, the public high school teacher was not completely aware about the importance of these materials in

the classroom, and she exposed she felt more comfortable teaching only with the material provided with the textbook.

Referring to the students' questionnaires:in the private high school the students agreed on the good use of supplementary material used by the teacher, they felt motivated and felt that they could learn better thanks to the material used and preferred to use these materials more often, while in the public high school, most of the students said they liked the material used in class but they would like the teacher to use other materials as well because they felt that in this way they could learn in a more effective way.



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

According to what charts number ten and twelve show, the use of supplementary materials in private high schools had a big

difference with the use in public high schools, the frequency of use was 10 in the private high schools to 6 in the public high school.

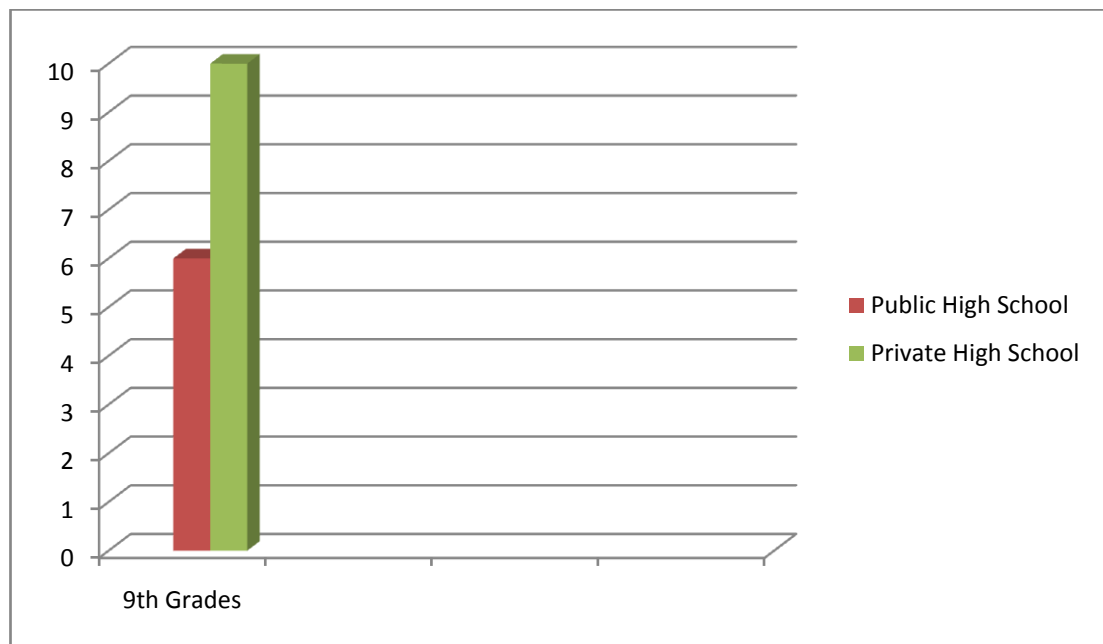
The material the teachers used the most in both high schools was the white board, a frequency of 5 times in the public high school and 3 times in the private high school, but in the private high school there was also used a variety of materials such as flash cards which were used once, pictures 2, charts 1, handouts 1, recorded dialogues 1 and recorded stories 1, which was not the case in the public high school, where the teacher only used the white board as the main material, a recorded dialogue once, which is important to say that was in very poor conditions.

According to the questionnaire applied to the teachers: in the private high school the teacher was totally aware of how important supplementary materials are when teaching English as a foreign language, although she considered she did not use them quite often as she would like to. In the public high school there was the same teacher for eight and ninth grades so we already know her opinion.

According to the students' questionnaires: in the private high school all the students enjoyed the use of supplementary materials used by the teacher, besides, they suggested to use more videos, movies and websites, but they said they preferred to use these materials only from time to time. In the public high school all the students agreed that they liked the material used in class, because it helped them to understand the class but they would like to use other



materials as well, such as websites, movies, objects, graphics and songs.



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

When observing to charts number eleven and twelve, the use of supplementary materials in the private high school had a big difference with their use in the public high school. The frequency of use recorded in the private high school was 11 and in the public high school were 7.

As in previous occasions, the material teachers used the most in both high schools was the white board. The teacher in the private high school used a wide range of materials such as pictures with a frequency of 2, charts 1, word cards 1, recorded dialogues 2, and

recorded stories once for her classes, besides the white board, which was used 3 times combined with the previously mentioned materials; while on the other hand; the teacher in the public high school only used a recorded dialogue once, and a story once, besides the white board, which was used with a frequency of 5 times. Analyzing the questionnaire applied to the teachers; in the private high school the teacher expressed that she enjoyed elaborating material with her students and she found motivating for them to use extra material besides the textbook that was a very strong reason why supplementary materials were important in her teaching practice. In the public high school the teacher realized that supplementary materials helped students to relax in class and made classes more interesting. When analyzing the students' questionnaires in the private high school, they all agreed on the good use of supplementary materials used by their teacher, they expressed that they felt motivated and this helped them learn better, they preferred to use these materials very often and also suggested to use websites, charts, word cards and movies. In the public high school students said they liked the material used in class but they would also like to use other materials such as flash cards, word cards, realia, songs and websites.

## Conclusions

After having carried out the study on the use of supplementary materials in EFL classes, it is important to conclude the following:

- The type of supplementary materials used in both, private and public high schools were mainly visual and audio.
- The private high school teachers most of the times used more than one material in the same class, which responded more effectively to different learning styles.
- The materials used in private high schools were flash cards, charts, posters, word cards, handouts, white board, recorded dialogues and stories and also real objects, which were very motivating for students, and encouraged them to participate in class.
- Public high school teachers mostly used the white board and in very few occasions recorded material, that is to say, they continue teaching in a more traditional and less attractive way.
- The materials used in private and public high schools were appropriate to students' age and level.
- The materials' quality was very good in both high schools.
- The use of supplementary materials was more pertinent in the private high school because it was used according to the topic of the different classes.

## Recommendations

- ❖ It is recommended that supplementary materials in TFL classes should be used to encourage students to learn more, to motivate, to review information and generate multiple associations in the teaching-learning process.
- ❖ It is important to choose the correct materials in class, considering students' learning styles, age, needs, and level.
- ❖ It is important to talk to students and try to find out what are their interests and preferences, so teachers can use the most appropriate materials for them from the beginning to the end of courses.
- ❖ It is necessary to use interactive web pages, chat rooms, self-made videotapes, commercially produced audiotapes, commercially produced videotapes, computer software and hardware, collaborative projects, e-mail, e-mail "pen pals", CD rooms, games, simulations, and You Tube videos for teaching English in a motivating way.

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## ANNEXES

### ANNEXNo. 1

Chart one and chart two: Type of supplementary material used

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:**



## Annex No. 2

Chart three, four, five, six, seven and eight: Pertinence and appropriateness of the supplementary material used

VariableIndicators		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.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr	Pert.	Appr
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audio-visual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

**Author:**

**Source:**

### Annex No.3

Chart number nine, ten and eleven: Frequency of use of supplementary material

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:**

**Annex No. 4**

Chart twelve: Quantitative tabulation

<b>Grades</b>	<b>Public (f)</b>	<b>Private (f)</b>
8th		
9th		
10th		
<b>TOTAL</b>		

**Author:**