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

Trabajo de fin de titulación

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María Fernanda Andrade Loor

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Jorge Michael Viñán López

## DEDICATION

This thesis is dedicated to God, to my husband John and my kids John Fernando, LleanaKamille and Valentina Alejandra for all their patient and unshared time while doing this research.

.....  
María Fernanda Andrade

God is Love, and by Thy grace, this work has been done.

I dedicate this work three times to my princesses and queen, DoménicaAnahy, SaraíRafaella y Geomara Katherine.

.....  
J. Michael ViñánLópez

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.....  
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Thankfulness is as precious as gold, so I would like to thank to the people and institutions who made this work possible.

.....  
Jorge Michael Viñán López

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## ABSTRACT

The topic for this investigation is “THE USE OF SUPPLEMENTARY MATERIALS IN EFL CLASSES: A COMPARATIVE ANALYSIS OF PUBLIC AND PRIVATE HIGH SCHOOLS”. The whole purpose is to know how supplementary materials are used in public and private high schools.

The research was done in two high schools, a public and a private; those institutions were located in the city of Chone. In each high school, five classes were observed in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade and some teachers and two students of each class were interviewed using questionnaires and surveys.

For this research, the qualitative method was used since it allowed us to describe how the material was used in terms of pertinence and quality. In addition, the quantitative method was also used since it made possible to calculate the frequency of use of each of the observed materials.

As a main conclusion it can be said that the whiteboard was mostly used on both private and public high schools. Private high school alternated it with other materials such as handouts, posters, flash cards and videos.



## INTRODUCTION

Teaching a foreign language has many complexities for a teacher, due to some factors that he/she needs to take into account in order to have a successful teaching process. Among these factors we can find the socio-cultural aspects, the selection of the bibliographical content and the most important, the methodological ONE which includes planning, the use of a text, and the use of supporting materials. Because of this, we are interested in knowing if teachers use or not this materials and how they are used.

The objectives set for this research are: identify and analyze the type of supporting materials used in EFL public and private high schools; describe and analyze each one of supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality; determine the variety of the supplementary materials used in the observed public and private high schools; and, identify the most frequently used materials in each one of the observed high schools.

For supporting this research some previous studies were reviewed like the one carried out by Brent Kelsen (2007) in a private university in Northern Taiwan, with students from two sophomore conversation classes, whose aim was to explore the use of You Tube in an EFL context by surveying students' attitudes towards the material. There were some limitations that the author mentioned such

as the questionnaires that were written in English. The second limitation was related to the nature of the survey since it has led students to overstate their answers. Another shortcoming was the relatively small sample size, especially in relation to female students. Finally the fact that all of the participants came from the same department means that the results cannot be extrapolated to the general student population.

A second study was done by Anderson, Reynolds, Yeh, & Huan (2007) with the aim of exploring possibilities that games, with assistance from English language instructors, can afford for EFL learning. The results of the research were affected by the influence of participants' culture background. Therefore, students performed poorly since they were not familiarized with American games.

Finally, the study carried out by Shu-Mei Chwo, Jonas & Chuang (2010) whose objective was to investigate if supplementary material could be adopted to enhance college EFL learners' listening and speaking strategy. But this research was limited by a change in the learning strategies of one group of participants during the research process.

This research brings a lot of benefits for teachers and authorities involved in EFL teaching since they will realize that supporting materials help learners to increase their knowledge of the English language, classes become more attractive, and students are better engaged in the learning process. Similarly, researchers will also

consider this investigation as a base for future research in language learning because of the factors that are part of the teaching process such as students' motivations or the learning environment.

With regard to limitations, it is worth to mention that there was not any type of limitation during the time this research was conducted because the participants collaborated actively in the process.

## METHODOLOGY

To start working with this research it was necessary to look for the relevant information regarding topics concerning teaching. This search was done in libraries and on the Internet.

After revising the literature, two high schools located in the city of Chone were selected, a private and a public institution. Five classes were observed in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade in both schools. The participants were English teachers and students of the observed grades

The techniques used in this research were note-taking, reading, and surveys. In addition, data collection and observation formats, tables and questionnaires were instruments employed to gather and tabulate information.

The design selected for this research was qualitative and quantitative. The characteristics of the qualitative method made possible to observe the use of supporting materials within the real context of teaching since it allowed us to describe how the material was used in terms of pertinence and quality. In addition, the quantitative method was also used since it made possible to calculate the frequency of use of each of the observed materials.

Specifically, the process consisted on observing five classes in each of the courses mentioned above. All the information of the use of materials was written on the data collection and observation formats. Data collection formats were used to identify the types of

materials used in each class and observation formats allowed the researches to write details of the use of materials, whether they were pertinent and appropriate to the topic and objectives of the lesson. Similarly, details of how materials motivated students in relation to their ages and level was also recorded in the observation formats as well as characteristics of the quality of each material.

After gathering information of the use of materials, teachers were interviewed to know their points of view about the use of materials in English teaching in relation to learning styles too. Similarly, two students of each grade answered a survey to evaluate the materials used by the teacher; learners also indicated other types of materials that teachers would have used in each lesson.

Next, the gathered data was tabulated into qualitative charts numbered from one to eight. Charts one and two describe the type of supplementary materials used in public and private school in that order. Charts three to five contain information of the pertinence and appropriateness of each used materials in the public high school; charts six to seven include information of the pertinence and appropriateness in private high schools.

Qualitative tabulation brought the necessary information to calculate the frequency of use of each material and it was tabulated into quantitative charts numbered from nine to twelve. Charts nine to eleven give a comparative view of the frequencies of use in each grade of the public and private high school. And, chart twelve

contains the total amount of frequencies of use of supporting materials in the public and private high school.

After tabulating the information, a qualitative analysis was done to describe the details of the use of materials in each grade in terms of pertinence, appropriateness, and quality. This analysis included also comments on the use of materials in relation to students' learning styles. The process was similar for the public and private high school.

Finally, the frequencies of use of materials allowed the researchers to perform a quantitative analysis in order to determine the materials more frequently used in each high school, to compare the use of materials in each grade, and to determine the types of materials used in both institutions.

Using all the information of the tabulation and analysis of results the researchers completed the study by given the most important conclusions and a set of valuable.

## DISCUSSION

### Literature Review

Supplementary Material is regarded as the extra things teachers select from a wide range of alternatives. This selection will improve their teaching-learning process by increasing the learners' motivation in order to achieve the goals when learning a foreign language. This literature review is presented with its different components. It starts with definitions and concepts related to teaching a foreign language, different types of learners, learning styles, teaching techniques, different teaching contexts, and some types of supplementary materials. After that, it reviews five previous studies about the use of supporting material in EFL or ESL classrooms.

With the purpose of avoiding further misunderstandings, the expression 'supplementary materials' will be held the same as 'supporting materials' although they are similar but not the same.

#### *Teaching a foreign language*

Teaching a foreign language could be defined in several ways, along with the theories behind it. All of them have effect on the supplementary materials a teacher would decide to use.

The definition of teaching a foreign language found at [esl.about.com](http://esl.about.com) says "... is most commonly used when speaking about teaching English to learners those who live outside a native English speaking country". Furthermore, Langton (2009, p.1) says that

“Teaching English as a second language (TESL), as well as Teaching English as a foreign language (TEFL) require a strong grounding in English grammar and vocabulary. It also takes knowledge of methods for teaching non-native speakers.” It would be convenient to remember that the methods are supported on theories. For Thornbury (2005, p. 39) the three main theories to explain language learning are behaviorist, cognitivist, and sociocultural. Each theory has different methods, approaches, designs, and procedures. It implies that the materials a teacher needs and chooses for his/her classes depend on the theory he/she believes on. However, the trend is: the newer approach and method a teacher uses, the better it is.

In addition, it is important what Spratt, Pulverness, & Williams (2005, p.107) suggest: “If teachers are looking for new approaches or activities, there is a wide range of supplementary materials and resources”, and they are more and more available through the internet.

In conclusion, it is important to know what method a teacher uses in order to adopt and adapt supplementary material.

### *Learners*

To start with this topic it is necessary to define what a learner is, and to tell the different kinds of learners according to their age and motivation.

Firstly, a learner is someone who learns from a teacher or takes up knowledge or beliefs, and regarding to this, Harmer (2009 p.14)



says, “it is sometimes tempting to see all students as being more or less the same. Yet there are marked differences”. These differences can be according to the age, motivation, learning styles, etc.

### *Age*

The age in the different kinds of learners has a special implication for their learning process which results in variances when looking for supplementary materials.

Generally people call children to the learners who are between the ages from 2 to 12. Harmer (2009, p.14) says that “children don’t just focus on what is being taught, but also learn all sorts of other things at the same time, taking information from whatever is going on around them”. In addition, Spratt, Pulverness, & Williams (2005, p.53) argues that children “need to move, learn through experience, are not afraid of making mistakes or taking risks, and pay attention to meaning in language”. That means for the teacher that the materials and activities have to make the students move a lot.

When children grow, they are called adolescents or teenagers, so that they are between ages from 12 to 17. Consequently they change: One of the greatest differences between adolescents and young children is that these older children have developed a greater capacity for abstract thought as they have grown up. In other words, their intellects are kicking in, and they can talk about more abstract ideas, teasing out concepts in a way that younger children find difficult. Many adolescents readily understand and accept the need

for learning of a more intellectual type. At their best, Harmer (2009, p.15)says, “adolescents have a great capacity for learning enormous potential for creative thought and a passionate commitment to things which interest them”.

In addition, Spratt, Pulverness, & Williams (2005,p.107), state that adolescents or teenagers learn in abstract ways, for example, through thinking as well as experiencing, they may worry about what others think of them and are beginning to increase their experience of life. To make a long story short, activities and materials have to deal with lots of energy and intellect.

After children and adolescents, adult learners “often have a wider range of life experiences to draw on as individuals and as learners, than younger students do” is what Harmer (2009, p.15) says, so they “are able to keep still for long periods, can concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, and pay attention to form and meaning in language”, points out Nunan (1999, p.41)

#### *Learner differences*

Each learner is different from another in learning style, age, personality, etc. and “these differences influence on how they respond to different teaching styles and approaches in the classroom” as Spratt, Pulverness, & Williams (2005, p.52) state.

There are numerous myths and misconceptions about relative abilities or inabilities of language learners of different ages. As

Lightbown&Spada (1999, p.164) suggest children do not necessarily learn faster than adults and, in fact, adults may learn more efficiently. Besides, there is no loss of language ability or language learning ability over time. Age is not a detriment to language learning, and by all accounts, learning a second (or third) language actually keeps the older language learners mind active. However, the results of Nunan (1999, p.41) are not straightforward: “In terms of rate, adults appear to do better than children, while teenagers appear to outperform both adults and children”.

According to what was previously mentioned every learner is different, these descriptions are generalizations that show likely, but not fixed characteristics. So, people of all ages can benefit from learning languages if teachers take into account their differences and act consequently.

### *Motivation*

Despite the definitions and origin of motivation, it should be kept in mind that students’ motivation is one of the objectives when selecting materials.

According to Spratt, Pulverness, & Williams (2005, p.38), motivation “is the thoughts and feelings we have which make us want to do something, continue to want to do it and turn our wishes into action”. Moreover, Lightbown&Spada (1999, p.56) point out that motivation in second language learning “is a complex phenomenon which can be defined in terms of two factors: learners’ communicative

needs and their attitudes towards the second language community”.

In addition, Harmer (2007, p.20) says that there are two kinds of motivation according its origin, these are:

Extrinsic motivation, the motivation that students bring into the classroom from outside, and intrinsic motivation, on the other hand, is the kind of motivation that is generated by what happens inside the classroom; this could be the teacher’s methods, the activities that students take part in, or their perception of their success or failure.

Once more, whether motivation helps make learning successful or success motivates the students, nobody can deny motivation has a lot to do with the teaching-learning process where supplementary materials have the highest degree of importance.

### *Learning styles*

Continuing with the differences of the learners, there is another important topic to be analyzed whereas it refers to the way each and every person learns. Harmer (2009, p.16) argues that “all students responds to various stimuli (such as pictures, sounds, music, movement, etc.), but for most of them (and us) some things stimulate them into learning more than other things do.”We all learn differently, we all respond to different stimuli, we all see things differently than others from time to time.

On the point of view of Spratt, Pulverness, & Williams (2005, p.52) most learners, “naturally prefer to take in, process and remember information and skills” in an identifiable method. Based on this concept, the idea of individualized learning styles originated in the 1970s, and acquired enormous popularity. Then, it is important that students and teachers identify their styles because, if they are aware about their learning preferences, success will be almost guaranteed.

Once again, not everyone learns the same way. In fact, there is a stunning variety of learning styles as well as categorizing theories for them. It would be suitable to remember the concept of Multiple Intelligences by Howard Gardner. Woolfolk (2007, p.114) cited Gardner and said that all have a number of different intelligences (logical-mathematical, linguistic, spatial, emotional, musical, bodily-kinesthetic, interpersonal, naturalist). Harmer (2009, p.16) also says, “Thus it is inappropriate to describe someone as being intelligent or unintelligent”. In other words, sometimes the way we are looking at things does not mean that is the way they are.

When a child has logical-mathematical intelligence, it is easier for him/her to solve numeric problems, and to find out logical trends. On the other hand, a child who has eloquence can learn words and communicate faster and easier than others. It does not mean he/she cannot solve numeric problems. The same way, a child who has spatial intelligence can find his/her way in a building or a city more

easily. Lots of children love music and learn by singing songs or moving around –they learn this way better. Why adolescents and adults change?

The answer would be that learning styles are dynamic. This means that “students may use more than one learning style, and these may change or adequate through time. Besides, students have an opportunity to work on those styles identified as weak, and improve them” like Spratt, Pulverness, & Williams (2005, p.54) think.

Nevertheless MI (Multiple Intelligences) is not the only one categorization of Learning Styles. For example, Kolb(1984)’s styles model is based on the Experiential Learning Theory, and outlines related approaches: concrete experience and abstract conceptualization; reflective observation and active experimentation. The resulting learning styles are combinations of these approaches: converger, diverger, assimilator, and accommodator. As well, one of the most common and widely-used categorizations of the various types of learning styles is Fleming's model which expanded upon earlier Neuro-linguistic programming (VARK) models: visual learners, auditory learners, read/write learners, kinesthetic or tactile learners.

The discussion about this topic has lasted long and there is no agreement on it. Learning style preferences may be strong, weak, or nearly non-existent. However strong your preference is for a particular learning style, you can develop your ability to learn via the "opposite" learning style.

Regardless the previous discussion, something that Harmer (2009, p.16) argues is that “in any one classroom we have a mixture of different individuals with different learning styles and preferences. This means offering a wide range of different activity types in our lessons in order to cater for individual differences and needs”, and paraphrasing, this means looking for a wide range of supplementary materials for the same objective.

### *Teaching Techniques*

Once we realize there are different learning styles, several major implications are apparent from these: a) most students learn differently than their teacher; b) each of the students learns differently from the other students; c) no one teaching method will effectively reach all the students; d) a teacher cannot address all of his/her students' learning styles all of the time.

In order to cope with these implications, effective teachers use a variety of teaching styles. Teachers have to be alert to the needs of their different groups at a time and to the same group at different times. This assertion is real because students change in different places and at different times and the teacher has to cope with them.

The materials a teacher can use depend on the method and the objectives of a course, but also on the techniques a teacher applies. Spratt, Pulverness, & Williams (2005, p.96) mention approaches like Presentation, Practice and Production (PPP) and Task-Based Learning (TBL) as option to present a lesson. At the

present day Communicative Language Teaching (CLT), Competency-Based Language Teaching (CBLT) is used as well.

### *Teaching Adolescents*

Adolescence is a time of significant physical and psychological changes in a child's life. In order to be effective in teaching children in this age group, teachers must ensure that they make information meaningful and that information inspires an emotional response, because learners this age tend to have short attention spans and a lot of physical energy, not as much as very young learners, but definitely remarkable. Thus, teachers are compelled to apply active techniques like the ones Shin(2007, p. 35) proposes:

1. “Supplement activities with visuals, realia, and movement:  
Use brightly colored visuals; toys, puppets or objects;  
community donations for toys and objects; create a ‘Visuals  
and Realia Bank’; use Total Physical Response (TPR)  
storytelling
2. Involve students in making visuals and realia: Students  
draw different characters for a story or make puppets,  
masks, play-do sculptures; collaborate with the art teacher  
to make the visuals you need for you activities; students  
contribute their own things for the lesson (“Show and tell”)
3. Move from activity to activity: Quiet/noisy exercises;  
different skills: listening/talking/reading/writing;



individual/ pair work/ group work/ whole class activities;  
teacher-pupil/ pupil-pupil activities

4. Teach in themes
5. Use stories and contexts familiar to students.
6. Establish classroom routines in English.
7. Use L1 as a resource when necessary.
8. Bring in helpers from the community; Collaborate with other teachers in your school; Communicate with other TEYL professionals.”

#### *Different teaching contexts*

It is essential to outline different teaching contexts because they have a considerable effect on what and how a language is taught. The differences come from the type of study people have, type of school, size of classroom and number of students, type of grouping within the class, type of environment, and external factors.

Adapting the general definition of context cited by Microsoft Encarta (2007) to the teaching area, its result is: surrounding conditions, and the circumstances or events that form the environment within which teaching takes place. According to Harmer (2007, p.12) there are noticeable differences between EFL, ESL and ESOL, particularly because the community outside the classroom and the opportunities to practice what has been learned.

Continuing with this analysis, there are important differences such as type of school in terms of private or public, if it has primary

and secondary sections or not, the number of hours of English per week, the number of classrooms, their size, the number of students, and how they work during the class, if the school and its students have internet access and computers or not.

External factors are important as well, because the teacher has to deal with his/her students' parents who have particular backgrounds and beliefs. It is possible to say the same for the economic possibilities of the community and of the teacher.

As we stated at the beginning, all these issues influence the way the teacher decide on what supplementary material are appropriated to his/her students, and if they are significant for their learning.

### *Supplementary material*

In the teaching and learning process, teachers use supplementary materials to improve their class managing in order to obtain a better understanding from the students and activate their participation and motivation; additionally, Nunan (1999, p. 80) states that “with the appropriate guidance and support even slow learner can benefit from opportunities to work with them”

In addition, Harmer (2007, p.147) states that “supplementary material is a part of a work, physically separate from the basic bibliographic unit and frequently in a different medium” and furthermore, points some examples of supplementary materials such as: maps inside a pocket inside a book cover, an answer book

accompanying a textbook, or a pamphlet accompanying an audio disc. This definition is related to what Spratt, Pulverness, & Williams (2005, p.96) say about supplementary materials: “(they) are books and other materials a teacher can use in addition to the coursebook”

In relation to this, Gower (2005, p.77) goes farther and argues that supplementary material “...include skills development materials, grammar, vocabulary and phonology practice materials, collection of communicative activities and teacher’s resource materials”

Synthesizing these definitions, we can state that supplementary materials substantial additional work which is incorporated into or related to the original material but which has some function or capacity to entertain or inform independently, physically separated from the basic bibliographic unit, and frequently in a different medium.

Additionally, Nunan (1999, p. 80) gives reasons why a teacher would consider important to use supplementary material:

- To replace unsuitable material in the coursebook,
- To fill gaps in the coursebook,
- To provide suitable material for learners’ particular needs and interests,
- To give learners extra language or skills practice to add variety to our teaching.

Now that we know what a supplementary material is, and the reasons why a teacher would use it, the following lines help us

conceptualize the most common kinds of supplementary material used for teachers in the teaching-learning process, and examples of the different types of material like visual, audio, audiovisual, realia, online.

Firstly, a visual aid is any material related to your speech an audience can see. Visual aids can be powerful tools for effective communication, because it gives the teacher some important benefits like: increase understanding, save time, enhance retention, promote attentiveness and help control nervousness. Besides the board – which is the most widely spread visual aid and considered built-in element in a classroom – whether it is white, black or green, the types of visual aids most commonly used include: flash cards, maps, power point presentations, pictures, charts, handouts, posters and word cards.

Secondly, audio refers to all material used for auditory purposes. There are countless sources of this type of material at the present day if we consider live listening and recorded extracts according to the categorization Harmer (2007, p.134) proposes. The latter ones comprise CDs, tapes, MP3 files either produced as part of a coursebook or supplementary material. In addition, the technology enables teachers to produce their own audio material by recording live voices, as well as downloading listening material from the Internet.

Continuing with Audiovisual, MSN Encarta points that this term refers to teaching or lecture aid that combines sound and vision, and continue stating that audiovisual aids keep an audience's attention throughout a presentation and help them remember particular information, strengthen an instructor's verbal presentation while helping his students capture a specific message. If instructors use simple, efficient aids, they will enhance their teaching. Otherwise, we agree with Hammer(2007, p.144) when he adds that if the material is too difficult or too easy, the students will not be motivated, or if the content is irrelevant to their interests, it may fail to engage them. It is not useless to say that working with videos has some techniques and it does not have to be an excuse for TV watching.

According to Spratt (2005, p. 120), another material is realia which involves “real objects that we can easily bring into the classroom and can be used to teach vocabulary, as prompts for practicing grammatical structures or for building dialogues and narratives for games and quizzes”. Realia can include objects like fruits, toys, food, plants, labels, schedules, tickets, placemats, and more.

The last material to mention is the computer-based material for language teaching, often referred to as CALL (Computer Assisted Language Learning), and appeared in the early 1980s. They have rapidly moved beyond the use of computer programs to embrace the

use of Internet and web-based tools, point Dudeney&Hockly(2007, p.7). They are the so-called On-line materials, which are becoming increasingly important, and will be the day by day tool for teaching in the coming years.

Previous studies related to the use of supplementary material in EFL or ESL classrooms was an important part in this study, some of them are mentioned here.

First of all, the study carried out by Shu-Mei Chwo, Jonas &Chuang (2010) whose objective was investigate if supplementary material could be adopted to enhance college EFL learners' listening andspeaking strategy use, was tested in students from Hungkuang University of Taiwan majoring in Childcare (CC), Environmental Engineering (EE), Nursing (NR) and Computer Technology (CT).

The study was carried out via three instruments: (1) pre and post Chinese versions of Oxford's Strategy Inventory for Language Learning (Yang, 1992), (2) pre and post tests from both groups, and (3) quizzes from EG. T-test was used to analyze the data. CC was taught by a local Taiwanese instructor and EE by a foreign instructor from an English speaking country. Recycling vocabulary, read-aloud and oral presentation materials were used with EG to supplement the regular textbook. A quiz focusing on listening comprehension was given to EG alone after the completion of each.

The results indicated the effectiveness of adopting supplementary materials to enhance strategy use as well as learning

outcomes, additionally the author suggested that in order to expand students' learning capacity, more and diverse material should be used to supplement the existing textbook in the listening and speaking course.

The next study was carried out by Kelsen (2007) in a private university in Northern Taiwan, with students from two sophomores' conversation classes, whose proposal was to explore the use of YouTube in an EFL situation by surveying students' attitudes towards using YouTube to study English.

The students were given some questionnaires about the frequency of use of YouTube. All the collected material was used as supplement to their classes. The students do not only watch videos, they were also engaged to do some extra activities like completing worksheets, tales, and so on.

As a result of the study, the students found the experience of using YouTube interesting, relevant, beneficial and motivating in class. And he suggested that both teachers and students can be involved in creative ways to incorporate YouTube in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment.

Next study was done by Anderson, Reynolds, Yeh, & Huan (2007) with the aim of exploring possibilities that games, with assistance from English language instructors, can afford for EFL learning.

The study consisted of a trial experiment comprise of five sessions where students were guided by teacher through modules. A researcher made observations which were recorded to analysis. In the second method, some students received instructions covering the glossary, and some others received instructions how to move and navigate in the game.

The author concludes that computer games provide language-laden, rich and entertaining vistas onto immersive simulated worlds.

Continuing, the next study was conducted by Rafiee (2010) to prove the effects that humorous songs may have on listeningcomprehension and on immediate and delayed recall by a group of EFL learners.

For this study, the participants were given a standard proficiency listening test to determine their listening proficiency level. The participants received selected material as a pre-test. They have not done these activities before, therefore the listening parts were unheard by them.

Finally, the author concluded that the most important contribution of this study will be its classroom applications because learners can be motivated to learn English if they are in a creative and enjoyable environment.

The last study presented here was done by Shiao-Chuan&Tun-Whei(2002)The purposes of the last study were to investigate (1) how teachers could effectively help students learn English through ESL



websites already available on the Internet and (2) how students perceived learning English through these teacher-selected websites

The participants were a class of 49 (10 male, 39 female) students majoring in French and minoring in English at a technological college of languages in Southern Taiwan. The first language of all of the students is Mandarin Chinese and their ages range from 17-18. They place at the high-beginner level in language ability and have received at least four years of formal instruction in the English language.

As a conclusion, the author pointed that the students found that learning English through ESL/EFL websites was interesting and that the teaching strategies used by the teachers were effective and necessary.

## Results

### Qualitative tabulation

Chart One: Type of supplementary material used in Public High School

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

Authors: María Fernanda Andrade, Jorge Viñán López

Source: 8th, 9th, and 10th 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	√	
	Magazines	√	
Audio	Songs		√
	Dialogues	√	
	Stories		√
	Tales		√
Audiovisual	Videos	√	
	Movies		√
	Documentaries		√
Realia	objects (toys, plants, fruits)		√
Online	Websites		√

Authors: María Fernanda Andrade, Jorge Viñán López  
Source: 8th, 9th, and 10th grades

Chart Three: Pertinence and Appropriateness of 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	App	Pert.	Appr.	Pert	Appr.	Pert	Appr.	Pert	Appr.
Visual	flash cards										
	power point presentations										
	Maps										
	Pictures										
	Charts										
	handouts										
	Posters										
	word cards										
	white/black board	√	√	√		√	√	√	√		
	magazines										
	Songs							√	√		
Audio	dialogues									√	√
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)							√	√		
Online	Websites										

Authors: María Fernanda Andrade, Jorge Viñán López

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

Chart Four: Pertinence and Appropriateness of 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										
	magazines										
	Songs										
	dialogues										
Audio	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Authors: María Fernanda Andrade, Jorge Viñán López

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

Chart Five: Pertinence and Appropriateness of 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			√	√	√	√	√	√	√	√
	magazines										
Audio	Songs										
	dialogues	√									
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Authors: María Fernanda Andrade, Jorge Viñán López  
Source: 10<sup>th</sup> grade

Chart Six: Pertinence and Appropriateness of 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	√	√	√	√	√	√			√	√
	magazines										
Audio	Songs										
	dialogues	√	√	√	√			√	√	√	√
	Stories										
	Tales										
Audiovisual	Videos					√	√				
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Authors: María Fernanda Andrade, Jorge Viñán López  
Source: 8<sup>th</sup> grade

Chart Seven: Pertinence and Appropriateness of 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	√	√	√	√	√	√	√	√	√	√
	magazines							√	√		
Audio	Songs										
	dialogues	√	√	√	√			√	√	√	√
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Authors: María Fernanda Andrade, Jorge Viñán López  
Source: 9<sup>th</sup> grade



Chart Eight: Pertinence and Appropriateness of 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		
	magazines										
Audio	Songs										
	dialogues	√	√					√	√		
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Authors: María Fernanda Andrade, Jorge Viñán López  
Source: 10<sup>th</sup> grade

## Quantitative Tabulation

Chart Nine: Frequency of supplementary material used in 8<sup>th</sup> Grade

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards			1	7,7%
	power point presentations				
	Maps				
	Pictures			2	15,3%
	Charts				
	Handouts			1	7,7%
	Posters				
	word cards				
	white/black board	5	55,5%	4	30,8%
	Magazines				
Audio	Songs	1	11,1%		
	Dialogues	2	22,2%	4	30,8%
	Stories				
	Tales				
Audiovisual	Videos			1	7,7%
	Movies				
	Documentaries				
Realia	objects (toys, plants, fruits)	1	11,1%		
Online	Websites				
Total		9	100%	13	100%

Authors: María Fernanda Andrade, Jorge Viñán López

Chart Ten: Frequency of supplementary material used in 9<sup>th</sup> Grade

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards				
	power point presentations				
	Maps			1	7,1%
	Pictures			1	7,1%
	Charts				
	Handouts			2	14,4%
	Posters				
	word cards				
	white/black board			5	35,7%
	Magazines			1	7,1%
Audio	Songs				
	Dialogues			4	28,6%
	Stories				
	Tales				
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	objects (toys, plants, fruits)				
Online	Websites				
TOTAL				14	100%

Authors: María Fernanda Andrade, Jorge Viñán López

Chart Eleven: Frequency of supplementary material used in 10<sup>th</sup> Grade

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards			1	8,3%
	power point presentations			1	8,3%
	Maps				
	Pictures			1	8,3%
	Charts				
	Handouts			2	16,7%
	Posters				
	word cards				
	white/black board	5	83,3%	4	33,3%
	Magazines				
Audio	Songs				
	Dialogues	1	16,7%	2	16,7%
	Stories				
	Tales				
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	objects (toys, plants, fruits)				
Online	Websites				
TOTAL		6	100%	11	100%

Authors: María Fernanda Andrade, Jorge Viñán López

Chart Twelve:

<b>Grades</b>	<b>Public (f)</b>	<b>Private(f)</b>
8 <sup>th</sup>	9	13
9 <sup>th</sup>		14
10 <sup>th</sup>	6	11
<b>TOTAL</b>	15	38

Authors: María Fernanda Andrade, Jorge Viñán López

## Description, Analysis, and Interpretation of Results

### *Descriptive Analysis*

#### *Public High School*

After observing the teachers at the public high school, the result was that the only materials used were:

#### *8th Grade*

##### *White Board*

The topic of the first lesson was *Timetables*, and the objectives were to develop intensive listening skills as well as to raise students' awareness of the differences between school timetables in Ecuador and Great Britain. The teacher copied a chart from the book in order to ask the students to complete it with information.

The whiteboard was pertinent to the topic of the lesson because it described a timetable. This material was also pertinent to the objective of the class since it helped students to visualize information in order to differentiate between Ecuadorian and English timetables.

The whiteboard was properly used because children sometimes like to work on challenging activities, and filling in the chart by listening to the information from the CD was challenging to them.

The quality of the whiteboard was adequate to the lesson. It was big enough to copy the necessary information and the teacher used black and red markers to fill in the chart. The information in the chart was organized correctly.

The second observed class was the continuation of *Timetables*. In the class the teacher finished what she had started the class before. The objectives were the same: to develop intensive listening skills and to raise students' awareness of the differences between school timetables in Ecuador and Great Britain. There were no significant changes in the process and the teacher did not use any other type of supplementary materials.

The analysis of this class showed that the whiteboard was pertinent to the objective and topic of the lesson since it had information of school timetables and students fill it using information from an audio. This allowed the teacher to develop the skill of listening. Similarly, this material was used properly in relation to students' age and level because the exercises were not complicated and the students were able to fill the chart copied by the teacher. Furthermore, the quality of the material was good and the students' handwriting was clear and well organized.

The topic of the third class was *Celebrations* and the objectives were to introduce ordinal numbers and their use when giving dates. The teacher used the whiteboard to draw two charts in order to make a comparison between cardinal and ordinal numbers. After explaining both types of numbers, the teacher wrote some examples of sentences such as "The first color in the Ecuadorian flag is yellow". Next, she wrote a list of facts and students had to guess and write the correct answer as for example: "The first president of Ecuador:

\_\_\_\_\_ ; The second big city of Ecuador  
is \_\_\_\_\_ ; The third color in the Ecuadorian flag:  
\_\_\_\_\_ ” Students enjoyed this activity as asked the  
teacher to write more sentences like that.

It can be observed that students understood the differences between ordinal and cardinal numbers and were able to write the answers of each riddle. As a result, the whiteboard was pertinent to the topic and to the objective of the lesson.

The way in which the whiteboard was used by the teacher awoke students’ curiosity and motivated them to participate writing the answers of each riddle. Accordingly, the content written on the whiteboard was appropriate to students’ age and level.

The quality of the whiteboard was adequate and the teacher organized the contents correctly. She drew the chart on the left side of the board and the other side was used to write the set of riddles. The teacher used also black markers to write the sentences and red markers to underline cardinal numbers.

In the fourth class observed, the topic was *How to make a Christmas cracker* and the objective was to provide practice on following instructions. First, students listened to a dialogue that explained how to make the cracker. Then, the teacher wrote on the board each of the steps mentioned on the audio in order that students verified their notes. Students look at each instruction



written on the board and corrected their errors. After that, they proceed to make the crack.

The whiteboard was pertinent to the topic because the teacher used it to write instructions needed to make a craft. Similarly, it was pertinent to the objective of the lesson since the board helped students to follow instructions to make a craft.

As Shin (2007) mentions, students usually enjoy making art crafts; for this reason, the material and activity were properly used according to their ages. In addition, students were able to follow the instructions correctly after they wrote the steps correctly. Thus the whiteboard was appropriate to their level.

About the quality of the board, the teacher used black markers to write instructions. She wrote using a good handwriting and numbered the steps correctly.

The topic of the fifth observed class was *My School* and the objectives were to review vocabulary related to school places and to develop intensive listening and reading skills. In this class, the students had to review the different places of their school, so the teacher used the whiteboard to draw the map of the school. Students helped the teacher to identify some places in the school but they did not seem motivated because they were young and they needed other kind of motivation like pictures or flash cards in order to wake their participation.

Even though the whiteboard was used properly according to the topic and objectives of the lesson, it was not appropriate to students' age because, as Harmer (2009) mentions, students react to different stimuli and there are some objects that motivate them to learn more than others. The whiteboard was appropriate to students' level given that they were able to identify school places.

Analyzing the quality of the material, the letter was clear, and the information was distributed in a correct order, but as it was mentioned before, the teacher should have used another type of supplementary material.

### *Dialogues*

A dialogue was used in the first class with the topic *Timetables* and the objectives were to develop intensive listening skills as well as to raise students' awareness of the differences between school timetables in Ecuador and Great Britain. The title of the dialogue was *Our school timetable* and it was about two students who talked about school timetables in Ecuador and Great Britain. The whole class listened to the dialogue and the teacher asked some student to complete a chart drawn by her on the whiteboard. After the chart was completed, all the students compare the information on the board with the notes that they took based on what they were able to listen.

The material was pertinent to the topic and objectives of the class because students practiced listening skills and they compared information between Ecuadorian and English timetables. But it

was difficult for the students to understand it at once, it was necessary to play the dialogue three times in order that students completed the chart. On the other hand, the dialogue was appropriate to students' age because school timetable is part of their activities at school.

The dialogue was not of good quality because it was played with low volume and students were not able to listen to it clearly.

The topic of the fifth class was *My School* and the objective was to review vocabulary related to school places, and to develop reading and listening skills. The students had to listen and identify the different places in their school such as football pitch, gardens, playground, classrooms, etc. After the teacher introduced the topic, she played a dialogue titled *Abdón Calderon School* and students checked the answers on their books.

The dialogue provided students information about school locations and it helped them to practice their listening skills and to review vocabulary of school places. In this way, this resource was pertinent to the topic and objective of the lesson.

The dialogue was appropriate to students' age. They were interested on the topic and paid attention to the dialogue in order to identify school places. The information provided by the dialogue helped them to complete the task of the book therefore the material was appropriate to students' level.

In this class, the CD player was in good conditions and it made possible to play the dialogue with a good sound. Students were able to listen to the dialogue correctly because the speakers talked using a clear language and they had a good pronunciation.

### *Songs*

The topic of the fourth class was *How to make a Christmas cracker* and one of the objectives of the class was to introduce variety by means of a song. The teacher used a carol at the end of the class, after making the Christmas cracker. It was used only for closing the class and making the students feel more comfortable with the English class. This class took place at the beginning of December; in consequence the song was related to Christmas Season.

The material was pertinent to the topic because the song was a Christmas carol. And, the song was pertinent to the objective of the lesson because it brought a good environment to the class and avoided classroom routine.

Students usually enjoyed Christmas carols therefore the material was appropriate to their ages. In addition, the song was appropriated to student's level because they were able to understand the task and did it in the right way.

### *Realia*

In the fourth class the teacher, whose topic was *How to make a Christmas cracker* and the objective was to provide a practice on following instructions. The teacher brought her own Christmas

cracker such as glue, scissors, a piece of card, string, a ruler, a pencil, a piece of colored paper, and some candies. Students observed the material and they repeat each name after the teacher, they participated with enthusiasm and identified each element correctly

The use of realia in this class was pertinent to the topic of the class because they were used to make a Christmas cracker. In the same way, the materials were used properly in relation to the objective of the lesson since students learned the name of each element and followed instructions in the right way.

Since students enjoyed using materials to make the Christmas cracker the materials were appropriate to their ages. Similarly, students understood the vocabulary and followed the instructions correctly. Therefore, the material was appropriate to students' level.

The materials brought by the teacher were of good size and quality. Students brought also materials and each of them were able to make the craft.

### *Learning Styles*

According to what we observed in the classes, the teacher did not consider the different student's learning styles. As Harmer (2009) mentions there is a mixture of learning styles in the classroom, therefore it is important that teachers vary the type of materials in order to make classes more interesting for students. But what the teacher did was the opposite; she did not use different type of materials in the classes. Moreover, she used mostly the whiteboard

and it was not used creatively to call students' attention. In sum, the use of materials addressed mainly learners' linguistic learning style. She could have used other type of materials to enhance comprehension in order to reach a wider range of learning preferences.

### *9th Grade*

Surprisingly the observed classes in the ninth grade were different from the others because the teacher said that the school year was closing. It was observed that the classes were limited to review verbs and vocabulary using textbooks and students' notebooks. She did not use any type of supplementary material to reinforce student's knowledge.

Here we want to mention that the teacher had an excellent group managing, because when we came to the class, the students stood up and started to pray "Our father" with such respect that we felt a little strange with that way of teaching. We also realized that she is an excellent teacher. She answered in the survey that supplementary materials are important for the teaching-learning process and she always uses pictures, magazines, books, songs, posters and realia, explaining that all of them are necessary to give a good explanation about different topics in the classroom. She commented also that materials promote in students a better collaboration. Students collaborated actively in all the classes and

they demonstrated a good level of English and were able to respond correctly to each lesson review.

About learning styles, it was observed that students were leaded towards a linguistic one.

### *10th Grade*

#### *Whiteboard*

The topic of the first class topic was *Crime Doesn't Pay* and the objectives of the lesson were to develop extensive and intensive listening skills, and to present and practice adverbs of manner. The teacher used the whiteboard to reinforce vocabulary, to check answers of a listening activity, and to explain the difference between adjectives and adverbs of manner. In order to reinforce vocabulary, the teacher wrote these words on the board: happy, careful, easy, nervous, fast, and aggressive; and she wrote a short description of each word. Then the teacher played a dialogue and students numbered the order of events on their books. In this part of the class the whiteboard was used to check whether students wrote the numbers in the correct order. The teacher wrote for example: (1) He dyed his hair carefully; (2) "Give all your money!! He said aggressively. After that the teacher drew a table in the middle of the board with two columns, one for adjectives and the other for adverbs of manner. Pointing to each of the sentences previously written she wrote in the table all the adjectives such as happy, careful, nervous,

fast, and aggressive. Then she explained how to form adverbs of manner and encouraged students to complete the table.

The teacher did not use the whiteboard in relation to the topic because she only wrote information related to the vocabulary and the dialogue that was played. However, the material was pertinent to the objective because the teacher used it to check the correct order of events described in the dialogue. In addition, the whiteboard was used to explain and practice adverbs of manner.

Maybe the teacher could have used other type of material like a poster to present the grammar structures in order to raise students' interest because it was observed that they got bored; in consequence, the material was not appropriate to their ages. But students understood teachers' explanations and were able to complete the table with the correct adverb of manner. As a result, the whiteboard was appropriate to their level.

Concerning the quality of the material, it was in good conditions and the contents written by the teacher were well organized. She used red and black marker.

The topic of the second class was *Safety Advice for Women* and the objectives of the lesson were to develop intensive reading skills and to raise awareness regarding safety for women. The teacher used the whiteboard to draw a table with three columns, the first was labeled "at home", the second had the title "when travelling", and the third column was labeled "outside the house". Then students read a



text on their textbooks and completed the table in turns on the board writing on each column the correct information.

The whiteboard was pertinent to the topic because it was used to write information about safety advice for women. Similarly, the material was pertinent to the objective of the lesson since learners read and identified safety advice suitable for each category of the table.

The whiteboard was appropriate to students' age because they participated actively and asked the teacher to write on the board. The material was also appropriate to students' level because they comprehended the text and provide accurate information to complete the table.

About the quality of the board, the table had an appropriate size and it was drawn with black markers and the label of each column was written using red marker.

In the third class, the topic was *The Supernatural* and the objective was to develop vocabulary related to the topic. The teacher wrote a list of words such as fortune teller, alien, UFO, elves, zombie, and ghost. Besides those words she wrote the meaning of each word and she asked some students to come out to the board to match each word to the correct definition. Students participated actively and said comments about each word such as "One day my aunt went to ask about her future to a fortune teller".

The whiteboard was pertinent to the topic of the lesson because it was used to write information of supernatural characters.

Additionally, the whiteboard was pertinent to the objective of the lesson because the teacher used it to teach the meaning of each word in order that students used them to complete an activity on the textbook.

Analyzing the appropriateness of the whiteboard, students participated actively matching words to the correct description therefore the material was appropriate to students' age. The material was also properly used in relation to students' level because they were able to match each word to its meaning.

The quality of the whiteboard was good and the information was clearly written using black markers.

The fourth class was the second part of the lesson *Supernatural* and the objectives were the same. The teacher used the whiteboard to write a set of sentences such as *They have no reflection in a mirror; They live in cementeries; they drink blood; etc.* Then she asked some students to come out to the board to write a question for each sentence, they wrote for example: *How do you know if someone is a vampire? Where do vampires live?*, etc. Students were motivated and wanted to participate actively because, as they commented, vampires and supernatural events are topics preferred by adolescents.

It was observed that the whiteboard was pertinent because it was used to write information of a supernatural character like

vampires. In addition, the board was pertinent to the objectives since students practiced words related to the topic of the lesson.

Because the topic of the lesson is something that adolescents usually like to talk about, the material was appropriate to students' age. Similarly, the material was properly used in relation to students' level since they were able to write questions for each affirmative sentence.

Regarding the quality of the material, the contents were written in the middle of the board and the teacher and students used red and black markers to write the sentences.

The topic of the five class was *Have You Ever Seen a Ghost?* and the main objective was to develop intensive and extensive reading skills. The whiteboard was only used to explain difficult words that students found in a text about ghosts. The teacher asked students to scan the text and to identify words that they did not understand; she wrote the words on the board and explained the students the meaning. Some of those words were: outside, suddenly, corridor, downstairs, scared, etc.

As the whiteboard was used to write words from the text, the material was pertinent to the topic of the lesson. In the same way, the board was used to identify difficult words and teachers' explanation helped the students to continue reading; therefore, the material was pertinent to the objectives.

It was observed that students were very interested in the topic and scanned actively the text to find words in order to know their meaning and they copied the words from the board. In consequence, the material was appropriate to their age and level.

The quality of the material was good because the teacher organized the words in a list and used big letters and black markers in order that all students were able to read them clearly.

### *Dialogues*

In the first class, *Crime Doesn't Pay*, the objectives were to develop extensive and intensive listening skills, and to present and practice adverbs of manner. The teacher used a CD player to play a dialogue titled *A story of a robbery* that described a sequence of events done by a thief to rob a bank. First, the teacher played the dialogue and students listened carefully to have a general idea of the plot. Then, the dialogue was played again and students had to number the sequence of events on their textbooks.

Even though the dialogue was related to the topic and helped the teacher to achieve the objective of the lesson, it was not appropriate to students' level because the audio was difficult for them. The volume of the CD player was not loud enough and students were not able to listen to the dialogue appropriately.

The quality of the dialogue was good but it was not played with an adequate volume therefore students were not able to listen to it correctly. However, the content of the dialogue was of good quality

because the speakers had good pronunciation and it would have been understood by the students if the teacher would have played correctly.

### *Learning Styles*

It was observed that the teacher did not care about learning styles at all because he only followed the book guide step by step and did not vary the type of materials in each lesson.

After observing the three grades, we noticed that every single classroom in this Public School had around 70 students, and thus it was very difficult for a teacher to use materials adequately because of the amount of students and the level of noise which did not allow students to focus on the topics correctly. Regarding that situation, teachers may apply what Harmer (2007, p. 20) mentions, "Motivation is generated by what happens inside the classroom; this could be the teacher's methods, the activities that students take part in". Therefore, teachers should link students' learning styles to the appropriate methods and techniques in using materials to avoid that learners lose interest in learning.

### *Private High School*

After observing the classes at the private high school, we found a situation that was totally different from what was observed in the public high school. In general, teachers in the private institution used different types of supplementary material in order to

make classes more entertaining. Next lines will describe the use of the materials in the private high school.

### *8th Grade*

#### *Flash cards*

The fifth class was about places of the house, and the objective was to learn vocabulary related to furniture in the house; to learn the use of *there is* and *there are*, and to practice statements with *some*, *any* and *no*. The teacher brought some flashcards with different pictures of furniture such as sofa, chair, table, bed, etc. Each image was correctly labeled and students were able to read it easily. The teacher used the flashcards creatively and students participated actively.

In this lesson, the flashcards were not pertinent to the topic of the lesson because they showed pictures of house furniture and the topic was about places of the house. Nevertheless, the material was pertinent to the objective of the lesson since students identified and learned vocabulary related to furniture. Therefore, in this class the material was used to provide students with additional practice, as Nunan (1999) points out.

Students' level of engagement and motivation toward the topic of the lesson demonstrates that the flashcards were appropriate to their age and level.

Concerning the quality of the material, the flashcards were colorful pictures printed in cardboards and covered with a type of

plastic called “contact paper”. The material was really useful and functional and all students were able to see the pictures on it.

### *Pictures*

The first class was about *means of transportation* and the objectives were to learn the vocabulary of means of transportation for talking about them and using the simple present in a conversation about transportation.

The teacher used some picture of *means of transportation* at the first stage of the class such as ship, plane, car, bus, etc. and asked the students questions such as *How do you go to school? How do you travel to Colombia?* Some examples of students’ answers were; *By bus, by plane.*

The material was pertinent to the topic of the lesson because it showed images of means of transportation. The material was also pertinent to the objective of the lesson since students talked about how to travel using means of transportation. In consequence, as Nunan (1999, p. 80) says, the pictures were “suitable material for learners’ particular needs and interests”.

The material was appropriate to students’ age and level because they were able to recognize immediately the different means of transportation and worked with the pictures in a game that the teacher did.

The quality of the material was good, because the teacher brought pictures from a magazine and glued them on a cardboard which was covered with a plastic material to ensure their durability.

In the fourth class the topic was *Places of the house* and the objective was to introduce new vocabulary and practice speaking skills to talk about a new apartment, focusing in simple present short answers in context. The pictures showed images of bedroom, living room, bathroom, kitchen, etc., and the teacher asked students some questions such as *What rooms are in houses in your country? What rooms are in apartments? What rooms are in your house or apartment?*

This type of material was really significant for those students, because they used them with such familiarity that made the classes funny and enjoyable. As a result the material was pertinent to the topic and objective of the class.

Students participated actively and answered each teacher's question correctly. In consequence, the pictures were appropriate to students' age and level.

The quality of the pictures was good because the teacher glued them a cardboard and covered them with contact paper.

### *Handouts*

In the third class the objective was to watch a video to understand daily routines. The teacher brought some handouts that contained questions related with the video. Students worked on the activities specified in each item correctly.



The handouts had questions that students answered or completed describing daily routines that they observed in the video. For this reason, this material was pertinent to the topic and objective of the lesson.

The content of the handouts were made using clear and simple language and the questions were correctly stated. Therefore the material was appropriate to students' age and level.

The handouts were made on computer and the quality of the material was good. The copies were clear enough so that students were able to fill them without any problem. The teacher gave copies to all the students and they were able to work individually.

#### *Whiteboard*

The first class was about *Means of transportation* and the objectives were to introduce the vocabulary and to practice a conversation using simple present. At the second stage of the class, the teacher used the whiteboard to write some questions such as *What kinds of transportation do you use? What are some other kinds of transportation?*. Students answered according to a dialogue they listened to.

The questions written on the board motivated students to speak about means of transportation therefore the material was pertinent to the topic and objective of the lesson.

The material was used appropriately in relation to students' age and level, because they were able to understand the questions and

answered them without difficulty. Here, the teacher used the material according to students' real life background just as Shin (2007) recommends.

The contents on the board were well organized and the letter was clear.

In the second class, the topic was *daily routines* and the objective was to practice a conversation about routines using simple present. The teacher used the whiteboard to explain students how to ask questions and answer correctly, and then he asked the students to come to the board to write some questions and answer them orally in order to evaluate students' understanding.

The use of the whiteboard was suitable to the topic and objectives of the class because students wrote questions and answered them orally. In this way, the material was pertinent to the topic and objective of the lesson.

Students were motivated and participated actively demonstrating that they understood how to ask and answer questions using simple present. For this reason, the whiteboard was appropriate to students' age and level.

The quality of the whiteboard was good because the contents were written clearly using black marker.

The third class which the second part of the lesson about daily routines. The objective was to practice a conversation about routines using simple present. In this lesson, the teacher used the whiteboard

to write some words in order to provide students opportunity to preview the vocabulary used in the video; some of the words were get up, have lunch, drive, have breakfast, etc.

The material was pertinent to the topic because the teacher wrote on it words related to daily routines. Even though the material was used in a correct way, it was not pertinent to the objective of the class because students practiced speaking skills after they watched a video.

Students were focused on the vocabulary written on the words and some of them gave other examples such as take a shower, eat, etc. In this way, the material was appropriate to students' age and level.

The words were written on the board using a clear handwriting and students were able to understand the class.

The fifth class was about places of the house, and the objective was to learn vocabulary related to furniture in the house; to learn the use of *there is* and *there are*, and to practice statements with *some*, *any* and *no*. The teacher used the whiteboard to write some sentences as for example: *There is a sofa on the living room; there isn't any lamp in the bathroom*. She used black markers to write the sentences and underlined the important structures with red marker. After that, students came out to the board and wrote similar sentences describing a picture from the textbook.

The whiteboard was pertinent to the topic of the class because the sentences written on the board were related to places and furniture of the house. Similarly, the board was pertinent to the objectives because students practiced the use of *there is/there are* and *some/any*.

Although students seemed a little bored they wrote sentences correctly and demonstrated good usage of the grammar structures. In consequence, the material was not appropriate to students' age but it was appropriate to their level.

The material was used correctly and the sentences written on the board were clear and organized. Therefore the students were able to understand the class and the teacher fulfilled the aims of the lesson.

### *Dialogues*

The topic of the first class was about *means of transportation* and the objective was to learn the vocabulary of means of transportation and practice speaking skills. The teacher presented a dialogue for practicing a conversation about transportation. This dialogue was titled *Nice car!* And it consisted of a conversation between a girl and a boy who were talking about a new car. First, the teacher asked *What kinds of transportation do the speakers talk about* and she played the CD; students were able to understand without looking at the book. After the students answered the questions, the

teacher played the CD again and students repeated the conversation, trying to imitate the intonation of the dialogue.

The material produced a nice effect on the students because they understood and imitated the dialogue without looking at the transcription. Students also discussed about the content of the conversation. In this way, the material was pertinent to the topic and objective of the lesson.

Students demonstrated interest on the topic, they comprehended the content of the dialogue, and they were able to practice speaking skills. Consequently, the material was appropriate to students' age and level.

The language used in the dialogue was clear and speakers had good pronunciation. The material was played with good volume and all the students listened clearly.

The topic of the second class was about *daily routines* and its objective was to practice a conversation using simple present. The teacher used a dialogue titled *I get up at noon* that described a conversation between a woman and a man talking about daily activities that they do on weekends. The dialogue was played twice. The first time students covered the text of the dialogue on their books and listened carefully in order to determine if the content matched their descriptions of a picture next to the dialogue. The second time, students listened again and discussed about the topic.

The content of the dialogue described people talking about daily routines and helped students to discuss about it in order to practice speaking skills. Therefore, this material was pertinent to the topic and objective of the lesson.

The dialogue was appropriate to students' age because students demonstrated interest and talked about their daily activities during the weekend. In addition the material was appropriate to students' level since they understood the conversation and were able to identify daily routines.

The material had good quality and it was played with a good volume.

In the fourth class, the topic was about *furniture and new apartment*, and the objective was to practice listening skills and short answers using simple present. The title of the dialogue was *Furniture* and it described four different rooms and the furniture in each one, students listened carefully and completed a chart on their textbooks.

The dialogue was pertinent to the topic because it described the elements in four different rooms. And, the material was pertinent to the objective of the lesson because students practiced listening skills and were able to give short answers using the present simple.

Students demonstrated interest in the dialogue and they identified all the elements of each room therefore the material was appropriate to their age and level.

The quality of the dialogue was good because it was played with an appropriate volume and all students were able to listen to it clearly.

The fifth class was about places of the house, and the objective was to learn vocabulary related to furniture in the house; to learn the use of *there is* and *there are*, and to practice statements with *some*, *any* and *no*. The dialogue was titled *There aren't any chairs* and it was about a conversation between a woman and a man who talked about the furniture needed for an apartment. Students listened to the dialogue and listed the furniture using quantifiers as for example: *There isn't any sofa; There is one table*, etc.

The dialogue was pertinent to the topic of the lesson because the speakers talked about elements in the house. The material was also pertinent to the objectives of the lesson as students practiced vocabulary and quantifiers when they listed the elements mentioned in the dialogue.

Students were interested on listening to the dialogue and discussed actively about the furniture named by the speakers in the dialogue. In consequence, the material used in this lesson was appropriate to students' age and level.

About the quality of the material, the CD and the CD player were in good conditions. Students were able to listen to the content clearly because the dialogue was played with appropriate volume and the speakers spoke with understandable language.

### *Video*

In the third class, the topic was *daily routines* and the objective was to practice a conversation about routines using simple present. The teacher played a video that showed daily activities of a family such as cooking, washing the dishes, doing homework, taking a bath, etc. Students observed the video with a lot of interest and commented among the similarities and differences with their own daily routines.

The video was clearly related to the topic and motivated students to talk about daily routines. As a result, this material was pertinent to the topic and objective of the lesson.

Specifically, it was observed that students were highly motivated by this video because they were able to watch daily activities of a family in other country. They talked actively and expressed opinions using the simple tense. In consequence, it can be said that this material was appropriate to students' age and level.

The video was of good quality because most students were able to understand it easily.

### *Learning Styles*

As it was observed, the teacher used a variety of supplementary materials and she handle the material trying to get the attention of the majority of students. By changing the type of activities and varying the way of working with the students, the teacher achieved the goals of the classes though there was a variety of learning styles.



The teacher informed that it is difficult to plan a lesson when there are different backgrounds and learning styles. Moreover, it was observed that a student needed special attention because he had learning difficulties but he also responded well to the use of supporting resources.

### *9th Grade*

#### *White Board*

The topic of the first class was *Daily, Leisure and Vacation activities*, and the objective was to talk about daily and leisure activities using the simple past. The teacher divided the whiteboard in two sections. In the left side she wrote *Love to do* and in the other side she wrote *Hate to do*. Then, she asked students *What do you like and hate to do on your free time?* Some students raised their hands and went to the board to write some statements such as: *watch TV, clean the house, go to the movie theater, do the laundry, etc.* Then the teacher asked them to use the information on the board to tell what they did in the last weekend.

The information written on the board was pertinent to the topic of the class because it showed examples of daily and leisure activities. Students talked a lot about what they loved and hate to do in the last weekend; in consequence, the material was pertinent to the objective of the lesson.

As students were motivated to talk about their activities and the information written on the board helped them to bring new information, the material was appropriate to students' age and level.

The contents written on the board were well organized and understandable.

The second class had the topic *Neighborhoods and prepositions of place*, and the objective was to talk about places using *there is* and *there are*. In order to explain the topic clearly, the teacher used the board to give examples and to explain the topic. Some examples written on the board were: *There is a drugstore on the corner; there are two stores in front of the bakery*, etc. Students looked at a map on their textbooks and told the teacher other sentences. The whiteboard was used also to check answers after a listening activity.

The examples written on the board made possible that this material showed pertinence to the topic. Similarly, students participated actively and gave the teacher other sentences using prepositions. Some of them spoke about the locations in their own neighborhoods; as a result, the whiteboard was pertinent to the objective of the class.

Students were motivated and expressed locations easily. Thus the material was properly used in relation to their ages and level.

Concerning the quality of the whiteboard, the handwriting was clear enough and students saw it clearly.

The topic of the third class was *Review of locations*, and the objective was to assess students' ability to describe the locations of places with *there is, there are, any and some*. The whiteboard was used to draw some locations given on a map. Students came out to the board in turns and orally described locations.

The whiteboard was pertinent to the topic because the teacher used it to draw a map in order that students describe locations of place. Students used the grammar structures to speak about locations identified on the map therefore the whiteboard was pertinent to the objective of the lesson.

While describing the locations on the map, students demonstrated a lot of interest and they were able to use the structures correctly. For that reason, the material was appropriate to students' age and level.

The map drawn on the board was big enough and it was placed in the center of the surface. The teacher labeled correctly and students identified easily each location.

The topic of the fourth class was *People's appearances* and the objectives were to describe and identify people using modifiers with participles. The teacher used the board to introduce vocabulary; she wrote *Personality* and *Appearance* on both sides of the material. Then she explained words to describe personality and appearance and students work individually on the board to write some examples such as funny, good-looking, pretty, shy, etc.

The words written on the board were related to describe people personality and appearance. For that reason, the material was pertinent to the topic. And, those words were used to describe students' traits and personality; thus the material was pertinent to the objectives.

Students enjoyed using words to describe themselves and they understood how to use the words. In this way, the material was appropriate to students' age and level.

The contents were well organized because the teacher and students wrote the words in the central part of the board.

The next class was titled *People's Appearances* too but this time the objective was to learn how to write an e-mail describing people. The whiteboard was used to write an example of an email. The teacher drew a big email format and filled with necessary information. Then students copied the format and use the teacher's letter as a model to write their own email.

The whiteboard was pertinent to the topic because the content of the email described personality and appearance of a teacher's friend. That email helped the students to model their own writing; for that reason, the material was pertinent to the objective.

The email format was well known by the students and the teacher drew a good imitation of it; in this case, the board was used properly in relation to students' age. In addition, students were able

to comprehend the purpose of the model written on the board. In that way, the material was properly used in relation to students' level.

The handwriting was clear enough and students were able to read the content of the email. The email format was centered on the board and the teacher used black markers to draw it. She used a blue marker to write the content of the email.

### *Pictures*

In the fifth class, the topic was *People's appearances* and the objective was to write an e-mail describing people. The teacher brought some pictures of people to help students to model the writing and they pretended that the people on those pictures were their friends. At the end they had to identify the picture the other student was describing.

The pictures described handsome, tall, thin, pretty, short, and heavy people. In the same way, they showed funny, quiet, shiny, friendly people. According to that, the material was pertinent to the topic of the lesson. The material helped students to write very descriptive emails about the people they selected to write about; in consequence, the pictures were pertinent to the objective of the lesson.

The set of pictures helped students a lot and awoke their imagination because they gave them names and pretended that they were friends. In that way, the teacher used the material in relation to students' age. Even though some students experienced little

difficulty trying to write the email, the majority of students performed well on the task because the pictures clearly showed traits of personality and appearance. As a result, the material was appropriate to students' level.

The pictures were printed and covered with contact paper because it preserves the material for further usage.

### *Handouts*

The topic of the first class was *Daily, Leisure and Vacation activities*, and the objective was to talk about daily and leisure activities using simple past. The teacher brought a handout where there were some activities and spaces to fill in. After explaining the task, the teacher let the students to complete the exercise in pairs.

The material contained information related to the topic because students filled on the blanks using words such as get up, have breakfast, playing sports, etc. As students worked in pairs they talked and discussed the options of each activity, therefore this material was pertinent to the objective of the lesson.

Some items of the handouts required that students fill on the blanks with personal information about their daily, leisure and vacation activities. They used the vocabulary banks of the handouts and completed the activities very well; in consequence, the material was appropriate to their ages and level.

The handouts were copies taken clearly from a different text book, and they were used accordingly, so that students practiced

their speaking skills about their daily and leisure activities. The content was well organized and the instructions were clearly understood by the students.

The topic of the second class was *Neighborhoods* and the objective was to talk about places using *there is and there are*. The teacher brought a handout with exercises that required students to describe locations of their own city using *there is and there are*. To complement the activities, the teacher drew a map that helped students to visualize locations.

The handouts were pertinent to the topic of the lesson because they contained information about the city where students lived and they talked to each other trying to identify each location. For that reason, the material was also pertinent to the objective of the lesson.

Students felt identified with the information of the handouts and used the grammar structures to talk about different locations. As a result the material was properly used in relation to students' age and level.

The handouts were correctly copied and the content was well organized. The instructions were clear and students felt confident in order to do the task.

### *Dialogues*

The topic of the first class was about *Daily and leisure activities* and the objective was to talk about the daily and leisure activities. The teacher played a dialogue titled *I didn't go anywhere* that described

four friends talking about the activities they did on the weekend.

Students listened to the dialogue and checked correct answers on the textbook.

The material was pertinent to the topic because it mentioned some activities such as stayed at home, saw movies, went jogging, had a job, etc. And, the material was pertinent to the objective of the lesson since students discussed actively the answers among them. Some of the activities mentioned in the dialogue were familiar for the students therefore the material was appropriate to their ages. The language used in the dialogue was simple and students were able to understand all the activities clearly.

This dialogue was played with a good volume and all students listened to it correctly.

The second class was about *Neighborhoods and preposition of place* and the objective was to talk about places using *there is and there are*. The teacher used a dialogue that described locations of a map on the students' book. First, the teacher played the dialogue for general information and then students listened to the material again to identify the locations on the map. After that, students told the teacher their answers.

The instructions given in the dialogue described locations in a neighborhood which made possible the pertinence of the material to the topic. As students discussed orally about the information they heard, the material was pertinent to the objectives of the lesson.



Students demonstrated interest on the topic and listened carefully to the dialogue; therefore the material was properly used in relation to students' age. Also, they were able to identify the locations according to the instructions given by the speakers of the dialogue. Thus the material was appropriate to their level.

In relation to the quality, the dialogue was clear and the CD player had a good volume; students completed the task correctly.

The fourth and fifth classes were about *People appearance* and the objective was to describe and identify people using modifiers with *there is* and *there are*. Both dialogues were alike because they described people describing others. The only difference was the variety of modifiers used in each dialogue. The students had to listen to a description of some people in order to identify who was being described.

The dialogue was pertinent to the topic because it described the use of modifiers to describe people and students were able to identify the correct person as a result the material was pertinent to the objectives of the lesson.

Both classes followed the same pattern and this caused that students got bored because the dialogues were similar in content. They were able to identify the characters but they complained about the material. In consequence, the material was appropriate to their level but not to their ages because the teacher did not vary the type of material used.

The quality of the audio material was good in both classes. It was played with an adequate volume and students listened to it clearly.

### *Maps*

The second class topic was about *Neighborhoods and prepositions of place*, and the objective was to talk about places using *there is* and *there are*. The teacher brought a map of their own city, where students had to describe their neighborhood using *there is* and *there are*. Some students went to the board, identified the locations, and described it using the correct structures.

This material was pertinent to the topic because it brought visual representation of neighborhood locations. In addition, the map helped the teacher to achieve the objective of the lesson because students were motivated to use the language in order to describe locations.

The map awoke students' curiosity and interest on the topic, they were motivated to participate and describe each location correctly using the grammar structures. As a result, the material was appropriate to students' age and level.

The map was of good quality and it was part of the materials of the school. Even though it had labels in Spanish language, it helped the students to practice speaking skills. The teacher hold the material on the center of the board and all the students were able to look at it because it was big enough.

### *Magazines*

The fourth class was about *People's appearance* and the objective was to describe and identify people using modifiers with participles. The magazines were brought for each student and they had colorful pictures of famous people. The teacher asked the students to cut out some pictures and work in pairs. Each student gave some clues using modifiers with participles to describe the character.

The magazines were pertinent to the topic because the colorful pictures showed different characteristics of famous people. Students were able to describe and identify people's appearance correctly; for that reason, the material was pertinent to the objective.

As students chose their favorite character to describe it and they brought the magazines, the material was very appropriate to their ages. They were highly motivated to describe their favorite star and this gives evidence of the appropriateness of the material in relation to their level.

The magazines were of current dates and they were chose by the students. Almost all of learners brought their own magazine to work in class.

### *Learning styles*

The type of materials used in the 9<sup>th</sup> grade showed that the teacher took into consideration visual and audio learning styles. In addition, the use of the whiteboard gave opportunities to kinesthetic

learners to acquire knowledge better because they used their motor skills by writing sentences. The teacher in this grade gave great importance to the use of supporting materials because they save time and help learners to retain information more effectively. He commented also that teaching resources motivate students and awoke their interest on the topic.

### *10th Grade*

#### *Flashcards*

The topic of the first class was *popular sports*, and the objective was to learn vocabulary and practice a conversation about sports with Wh-questions in simple present. The teacher brought some flashcards with images of some sports such as soccer, bike riding, basketball, baseball, tennis, etc.; and he presented them in order to introduce the vocabulary. The presentation of the material was fine and the students identified the vocabulary easily.

As the images showed graphic representation of sports that students were able to identify and used in a speaking practice, the flashcards were pertinent to the topic and objective of the lesson.

Some questions asked by the teacher to motivate students to speak about sports were: *Do you like sports? What sports do you play or watch?* Students observed carefully the flashcards and talked about their preferences giving responses such as: *Yes, I do. I play soccer.* In consequence, the material was used properly in relation to students' age and level.

The design and elaboration of the material was of good quality and it was made of cardboards with printed pictures and covered with contact paper. They were big enough and attractive and all students were able to see it.

#### *Power point presentations*

In fifth class, the topic of the class was *Prepositions of place* and the objective was to give locations using prepositions of place. With that purpose the teacher presented a power point presentation that contained a map of Chone downtown. Students participated in pairs asking questions to each other such as *Where is the bus station? It is in front of the hospital.*

The power point presentation offered students a graphical view of the different locations in the city that they described using prepositions of place. For that reason the material was pertinent to the topic and objective of the lesson.

The presentation was attractive for students and they were able to identify each location of the city correctly, the most motivating aspect was that those students worked in accordance with their own reality. The teacher used the resources according to students' age and level.

The material was really well elaborated and each location was correctly identified using clear fonts and the design was simple and organized.

### *Pictures*

In the fourth class, the topic was *parts of the body* in which the objective was to learn vocabulary for practicing a conversation about health problems and feeling homesick. The teacher presented some pictures of different parts of the body a for example: legs, hands, feet, arms, etc. and told students to point out to the parts of the body according to each picture. Students observed each picture and theysaid statements such as: *this is my neck, these are my feet*. After that, they practiced a conversation following a model presented by the teacher about health problems; they had the opportunity to use vocabulary from the pictures.

The pictures were pertinent to the topic because they offered a visual representation of the parts of the body that students related to their physical parts. The material was pertinent to the objective of the lesson because students used them to speak about health problems. They related each part of the body with a health problem and expressed their ideas correctly.

The pictures were properly used in relation to students' age and level because they were able to communicate health problems that young children have such as headache, stomachache, etc.

The pictures were of good quality because they were made of cardboard with attractive colors and each image represented the part of the body clearly. All students were able to identify each element because the pictures were big enough.

### *Handouts*

The topic of the second class was *Ability* and the objective was to ask and answer questions using *can* for ability. The teacher brought a handout on which there were some pictures of people that showed different abilities as for example: drawing, acting, singing, fixing cars, playing tennis, etc. Under each image students had to write a question such as *Can she draw?* And they had also to complete using CAN or CAN'T as for example: *No, she can't.*

The contents of the handouts were designed correctly according to the topic of the lesson because they showed images of people doing different activities. This material was also pertinent to the objective of the lesson because students asked and answer questions using *can* to describe each person's ability.

Abilities were identified easily by students and they were able to complete each description correctly, therefore the material was appropriate to student's age and level.

Handouts were copied from a textbook, and their quality was excellent. Instructions were simple and clear and they had eight exercises in total that students completed easily.

In the fourth class, the topic was *Parts of the body* and whose objective was to learn vocabulary about the parts of the body. The teacher brought handouts that contained a picture of a man and over that image there were unscrambled words of each part of the body that students had to write correctly to label each part of the picture.

The handouts were pertinent to the topic of the lesson because they contained words describing each part of the body. In addition, this resource helped the teacher to achieve the objective of the class because students practiced the new vocabulary.

But the task of the handout was too simple students' age and level because they got bored and started to talk about other things in their native language.

The copies of the handout were clearly taken and the instructions were set correctly.

#### *Whiteboard*

In the first class, the topic was about *Popular sports* and the objectives were to learn vocabulary and to practice a conversation about sports. The teacher used the board to write some pre-listening questions to look for specific information, the questions were: *Does Justin like sports? What sports does he like?, What sports does he play?*. Students read the questions and some of them raised their hands to answer according to what they heard on the listening activity.

As the questions written on the board were related to sports, the material was pertinent to the topic. The information on the board guided students to answer correctly and to start a little debate; therefore the material was pertinent to the objective of the lesson.



The material was appropriate to students' age and level because it was used to guide students to focus on the type of information that they had to comment about.

The surface of the whiteboard was clean and there were not any type of element that distracted students from the purpose of the questions written on the board. The teacher wrote the questions using a black marker and an adequate handwriting that all students were able to read.

The topic of the second class was *ability*, and the objective was to ask and answer questions using *can* for ability. The teacher used the whiteboard to write the patterns of statements as for example: *Can + subject + verb?--> Can Pedro draw?; Yes, + subject+ can → Yes, Pedro can draw/ No, Pedro can't draw*. After that, the teacher invited some students to write questions and yes/no answers on the board.

In that way, the whiteboard was pertinent to the topic because the teacher used it to explain the structure of questions and yes/no answers using *can*. Students used the board to practice how to ask questions and give correct answers; in consequence the material was pertinent to the objective of the lesson.

In order to practice the use of *can/can't* to express ability, the statements written by the students were done using names of their classmates and each question was answered correctly. Therefore the whiteboard was appropriate to students' age and level.

The whiteboard was of good quality because the teacher organized the contents correctly. She used red markers to write the grammar structure *can/can't* and black markers to write the other elements of the sentences. The teacher used a clear handwriting that all students understood right.

In the third class, the topic was *ability* and the objective was to develop reading skills for specific information about an article. First she used the board to write the title of the reading: *Race the U.S. !* *How many different kinds of races can you think of?* Then she drew a mind map with the word *Races* in the center of it, students had to brainstorm kinds of races that they had heard about or knew. Some of the students' ideas were: urban biking race, skyscraper race, walking race, etc. After that, students read the text on their books silently while the teacher erased the mind map and drew a chart that students completed with information of the reading. That chart had the names of the races described in the reading and students added the name of each place, distance and winning times.

According to the description of the use of the whiteboard, it was not pertinent to the topic because the mind map and the chart written on it were about races and the topic of the lesson was abilities. On the contrary, the material was pertinent to the objective of the lesson because the mind map written by the teacher served as a pre-reading activity and the chart was completed with information of the text read by the students.

The teacher awoke students' interest on the topic by using the whiteboard to write down their ideas about races, this give evidence that the material was used according to students' age. After reading the text, the whiteboard was used to record students' descriptions of specific details found in the text; this proves that this material was properly used in relation to students' level.

The teacher used the whiteboard correctly because she cleaned the surface each time that she drew the mind map and the chart. Her handwriting was understandable and all students read it correctly.

The topic of the fourth class was *Parts of the body* and the objective was to practice the structure *Have + Noun / Feel + Adjective*. The teacher used the whiteboard to write the topic of the lesson and the grammar patterns. She explained how to use the structure by writing some examples as: *I have a headache (physical problem); I feel homesick (the way we feel in general)*. After explaining the grammar points, she wrote five sentences on the board that students had to complete: *Kenichi\_\_\_\_\_a headache;*  
*Kenichi\_\_\_\_\_a backache; Kenichi\_\_\_\_\_ the flu;*  
*Kenichi\_\_\_\_\_homesick.*

It was observed that students understood the teachers' explanation and completed the sentences according to the grammar patterns written on the board. In that way, the material was pertinent to the objective of the lesson. However, the topic of the lesson was *Parts of the body* and the teacher used the whiteboard to explain the

use of *Have/Feel* to describe health problems. According to that, the material was not pertinent to the topic but it is important to mention that the teacher used that titled to make reference to the whole unit of the book that was about body and health problems.

Since the teacher wrote *Parts of the body* on the top of the board, students seemed a little confused when she explained the grammar patterns. Some students asked her how to use those words with the parts of the body. In addition, students did not understand well the meaning of some words such as headache, backache, and flu. This situation caused a little confusion and at the end the teacher asked students to look at some pictures on their books that represented the meaning of the words. In consequence, the whiteboard was not used properly in relation to students' age and level.

The quality of the whiteboard was good because the teacher cleaned up the surface and organized contents correctly. She used red markers to emphasize the words *have/feel* and black markers to write the rest of the sentences. The quality of the handwriting was acceptable and students read the information clearly.

### *Dialogues*

The topic of the first class was about *Popular sports*, and the objective was to practice a conversation about sports with WH-questions in simple present. The teacher brought a listening passage to do the task titled *I love sports*. The dialogue was carried out by a

girl and a boy who talked about their preferences about sports. First, the teacher played the dialogue for general information and asked the students *What sports are they talking about?* Students answered correctly saying: *hockey, baseball, soccer*. Then the teacher played the dialogue again and wrote some questions on the board such as: *Does Justin like sports? What sports does he like? What sports does he play?* Students answer correctly and also gave other answers about their personal likes as for example: *Miss, I like basketball; Miss, I like bike riding*. This made possible to start a little conversation in which students asked each other about their favorite sports.

The dialogue was pertinent to the topic because the conversation between the girl and the boy mentioned some popular sports such as baseball and soccer. Students followed the model of the dialogue to speak about sports and asked each other questions using Wh-questions and the simple present; this gives enough evidence to state that the material was pertinent to the objective of the lesson.

The dialogue gave students prompts to speak about their own preferences which mean that the material was appropriate to the ages. In addition, the dialogue was appropriate to students' level because they understood the conversation and answered correctly to the teachers' questions.

Describing the quality of the dialogue, it was played with good volume and speakers had good pronunciation. The type of structures

used in the conversation was simple and students understood all the contents.

In the fourth class, the topic was *Parts of the body* and the objective was to practice a conversation about health problems and feeling homesick. The teacher used a dialogue titled *I feel homesick* that described two young boys who meet at the supermarket and talked about some health problems. First, teacher played the dialogue and asked the students *What parts of the body does he talk about?* And students mentioned: *head, back*. Next, the teacher played the dialogue again and students listened for specific details. After that, the teacher encouraged students to work in pairs and act the dialogue asking questions about each other and replacing some information as they wanted.

The dialogue mentioned some physical problems such as headache and backache, this information was used by the teacher to elicit from students parts of the body. In that way, the dialogue was pertinent to the topic of the lesson. Similarly, students used the dialogue as a model to speak about health problems using information that they added according to their knowledge of vocabulary. Thus the material was pertinent to the topic of the lesson.

The dialogue was appropriate to students' age because the speakers were two young boys that speak about their health problems. Furthermore, the material was appropriate to their level

because the conversation used simple structures in simple present and students practiced their speaking skills using vocabulary and following the structure of the dialogue.

The quality of the dialogue was good and it was played with an adequate volume. All students were able to hear the contents clearly and identified the necessary information to complete the tasks assigned by the teacher.

### *Learning Styles*

The teacher in the 10th grade adapted all her supplementary material considering students' individual differences and it made the use of the material relevant for the teaching learning process. The process of observation in this grade confirmed what the teacher expressed about supporting materials in relation to learning styles because she used alternatively dialogues, visuals, games, etc. to enhance students' comprehension of with visual, kinesthetic, or musical learning styles. It is important to mention here, that she was the unique teacher who used a power point presentation, which is a good reference of her job.

### *Comparative Analysis*

Regarding the total frequencies of use of supplementary materials the public high school obtained a value of 15 and the private high school 38. This is remarkable difference that shows the private institution as the one which used more supporting materials in the observed classes.

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

In the 8<sup>th</sup> grade of the public school, the results ~~in~~ show that materials used in this grade were the whiteboard, songs, dialogues, and objects. The whiteboard was the mostly used materials with a frequency of 5 times that represents 55.6%. Songs and objects were used once that is 11.1%. Finally, dialogues were used twice and it represents 22.2%. The teacher in this grade argued that materials are important to add interaction to the teaching process but she used mainly the board. She did not give any reason for her choice but apparently the board was frequently used because it is a resource that does not require any previous preparation such as selection of resources, colors, etc. Even though the board was used correctly in almost all classes students did not seem motivated and they prefer other resources such as flashcards, pictures, videos, or movies. In fact, students showed better attitudes in those classes where the teacher used songs and objects.

The use of materials in the private high school shows a different situation. Here, the teacher used materials 13 times



distributed as follows: whiteboard and dialogues were used 4 times that is 30.8%; pictures were used twice that is 15.3%; flashcards, handouts, and videos were used once that represents 7.7%. Those results are consistent with the teachers' opinion about the importance of supporting materials for the teaching process. This teacher expressed that they help learners to acquire new knowledge easily. Students agreed with the materials used by the teacher in this grade.

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

It was mentioned in the qualitative analysis that the teacher in this grade only had students making reviews of learned contents and he did not use any type of supplementary materials. With regard to that result, Nunan (1990) states that supplementary materials give learners additional practice and help students to fill gaps of knowledge. In consequence, the teacher would have used supporting materials to help students to review important concepts.

Concerning the private high school, the teacher of the 9<sup>th</sup> grade used the whiteboard 5 times that represents 35.7%; dialogues were used 4 times that is 28.6%; handouts were used twice that is 14.4%; and, maps, pictures, and magazines were used once that is 7.1%. The teacher used different types of materials because he considered that students learn better by means of those resources. Students gave positive opinions about the use of the materials but they also chose other categories such as videos, movies, realia, and websites;

according to the teacher, the topic of the lessons did not require to use those types of materials.

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

The frequency of supplementary materials used in 10<sup>th</sup> grade shows that teaching aids were used 6 times in the public high school and 11 times in the private high school. In the public school the whiteboard was used 5 times that is 83.3% and dialogues were used once that is 16.7%. The whiteboard was mainly used though the teacher remarked that he preferred to utilize flashcards, pictures, and posters. He did not give any explanation to support those results but it was observed that the whiteboard was pertinent to the objective in almost all classes. Students commented that they preferred to learn by means of songs, pictures, flashcards, or any type of material that make the classes more motivating.

Regarding the results in the private school, materials were used 11 times and the frequencies were distributed as follows: whiteboard was used 4 times that is 36.4%; handouts and dialogues were used twice that represents 18.2%; and, power point presentations and pictures were used once that is 9.1%. The results confirmed the teachers' opinion towards the use of supplementary materials. He considered that they offered great opportunities for acquiring and reinforcing knowledge in the classroom. Students evaluate positively the use of materials and chose other types as for example: videos, movies, or websites.

Before concluding this quantitative analysis it is important to briefly refer to the variety of supplementary materials used in both high schools. Teachers in the public high school used the whiteboard as part of visual materials, audio materials as songs and dialogues, and realia. On the other hand, the types of materials used in the private high school were: visuals such as flashcards, power point presentations, maps, pictures, handouts, whiteboard and magazines; audio materials such as dialogues; and, audiovisual materials such as videos.

## Conclusions

- ✓ This research demonstrates that the most frequent supporting materials used in EFL public high school were the whiteboard, songs, dialogues, and objects.
- ✓ The resources used in the private high school were flashcards, power point presentations, maps, pictures, handouts, the whiteboard, magazines, dialogues, and videos.
- ✓ The supporting materials were more varied in the private high school than in the public high school.
- ✓ This research demonstrates that the whiteboard is the type of supporting material mostly used in both public and private high schools.
- ✓ It was observed that the materials used were pertinent to the objectives and topics of the lessons in almost most of the classes, in both high.
- ✓ In a general way the supporting materials used in both high schools were of good quality.
- ✓ There was a clear preference for visual materials in both high schools. Teachers considered that students acquire a better approach of contents by those means.
- ✓ Teachers did not consider all learning styles in the observed classes since they used more visuals materials.

## Recommendations

- ✓ It is recommended that teachers use materials according to students' need in order to help them to improve their language learning process.
- ✓ Teachers in both public and private high schools should take into account the type of supplementary materials used depending on the different learning styles, age, level and content of the information being taught.
- ✓ It is necessary that teachers improve their knowledge regarding the use of supporting materials. Exploring the web they can find interesting ideas to exploit the benefits of the resources they currently have in the classroom.
- ✓ Teachers should take advantage of online resources to add variety in the classes since there are different types of websites that offer a lot of free resources and ideas that would help teachers to handle supporting materials in creative ways.

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# ANNEXES

## ANNEXE NO. 1

### OBSERVATION SHEET

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

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

**CLASS N°** \_\_\_\_\_

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

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

**OBJECTIVE (S):** \_\_\_\_\_

\_\_\_\_\_

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

(Check ✓ the ones that have been used)

<b>Visual</b>	flash cards	
	Powerpoint presentations	
	maps	
	pictures	
	charts	
	handouts	
	posters	
	wordcards	
	white/blackboard	
<b>Audio</b>	songs	
	dialogues	
	stories	
	tales	
<b>Audiovisual</b>	videos	
	movies	
	documentaries	
<b>Realia</b>	objects (toys, plants, fruits)	
<b>Online</b>	websites	



**DESCRIPTION OF THE USED MATERIAL:**

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

How was it used?

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

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

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

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

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

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

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

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

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Was it elaborated and applied with creativity and originality?

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

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Were students motivated with the presented material?

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

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How do you consider the quality of the used material?

## ANNEXE NO. 2

### TEACHER'S SURVEY

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

**DATE:** \_\_\_\_\_ **CLASS N°** \_\_\_\_\_

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

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

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

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

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

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

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

Why?

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### ANNEXE NO. 3

#### STUDENTS' SURVEY

**TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )**  
**DATE: \_\_\_\_\_ CLASS N° \_\_\_\_\_**  
**GRADE: \_\_\_\_\_**

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clase de ingles?					
¿Te ayudo a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con que materiales crees que aprenderías mejor el tema de la clase?					
<b>VISUALES</b> <ul style="list-style-type: none"> <li>Flash cards ( )</li> <li>Diapositivas ( )</li> <li>Mapas ( )</li> <li>Gráficos o fotos ( )</li> <li>Tablas u organizadores gráficos ( )</li> <li>Hojas con actividades ( )</li> <li>Posters ( )</li> <li>Tarjetas con palabras ( )</li> <li>Pizarrón blanco o negro ( )</li> </ul>		<b>AUDIO</b> <ul style="list-style-type: none"> <li>Canciones ( )</li> <li>Diálogos ( )</li> <li>Historias ( )</li> <li>Cuentos ( )</li> </ul> <b>AUDIOVISUALES</b> <ul style="list-style-type: none"> <li>Videos ( )</li> <li>Películas ( )</li> <li>documentales ( )</li> </ul>		<b>OBJETOS REALES</b> <ul style="list-style-type: none"> <li>objetos: juguetes, plantas, frutas, etc. ( )</li> </ul> <b>ONLINE</b> <ul style="list-style-type: none"> <li>Websites ( )</li> </ul>	
¿Qué materiales adicionales te gustaría que el profesor utilice en clases? _____					
¿Con que frecuencia te gustaría que se utilice el material didáctico adicional? ( ) siempre      ( ) de vez en cuando					