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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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DEDICATION

This thesis is dedicated to my beloved parents, who have always provided me their absolute love, care, help and stimulus to continue in the path to reach all my goals. They have been my inspiration throughout this project.

Furthermore, I want to dedicate this thesis to my dear husband who has given me courage, strength and unconditional support to pursue my aspirations and to my dear siblings who have offered me their absolute help when I have needed it.

Thanks to all of you for being my best example and for standing beside me in all those important moments in my life. I really appreciate it.

Soraya Katherine Arévalo Ruiz.

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CONTENTS

CERTIFICACIÓN.....	ii
CESIÓN DE DERECHOS.....	iii
AUTORÍA.....	iv
DEDICATION.....	v
ACKNOWLEDGMENT.....	vi
CONTENTS.....	vii
ABSTRACT.....	1
INTRODUCTION.....	2
METHOD.....	5
DISCUSSION.....	9
Literature Review.....	9
Results.....	23
Description, Analysis, and Interpretation of Results.....	37
Conclusions.....	91
Recommendations.....	92
REFERENCES.....	93
ANNEXES.....	96

ABSTRACT

The present research explored The Use of Supplementary Materials in EFL Classes: a Comparative Analysis of Public and Private High Schools. The main purpose of this research was to determine, analyze and compare the supporting materials used in public and private high schools.

This research was conducted in Loja, Ecuador. The sample included one public and one private high school. The participants were constituted by students and teachers who belonged to the 1st, 2nd and 3rd years of senior high school in each institution.

Qualitative and quantitative approaches were utilized in this study. The qualitative analysis considered pertinence, appropriateness and quality of the used materials and examined whether they supplied or not the requirements of the different learning styles. The quantitative analysis compared the results of both high schools as well as the frequency of their use in each year.

This study revealed that supplementary materials were mostly employed in the public high school where their use and elaboration resulted to be more pertinent, appropriate and qualified, helping teachers to reach their objectives and making their EFL classes more interesting and motivating.

INTRODUCTION

The teaching of English as a foreign language has been a challenging work through the times. The teaching of a new language which also brings a socio-cultural, educational and historical background might be more effective with the inclusion of methodological resources suitable for different ages, levels and learning styles. Definitely, concerning these resources it is important to emphasize on the use of teaching aids in an EFL class since they play a powerful role when teaching a foreign language. Furthermore, teaching aids collaborate to improve and facilitate the teaching – learning process as well as to make the English classes more interesting and motivating.

One of the very important aids is the use of supplementary materials which can be excellent tools if they are used appropriately. That is to say, when making use of these materials, teachers must not only consider the material itself but also aspects such as its pertinence, appropriateness and quality in relation to the topic of the class and the students' level and understanding.

Since it is believed that some teachers are not using supplementary materials appropriately or are not using them at all, it has been considered important to research on the use of supplementary materials in Ecuadorian EFL classes carrying out a comparative analysis between public and private high schools.

Accordingly, the main purpose of this research is to find out whether or not teachers use supplementary materials, and if they are used, the objective is to analyze how pertinent, appropriate and qualified those materials are.

So that, this research study aims to identify and analyze the type of supporting materials used in EFL public and private high schools as well as to describe and analyze them in terms of pertinence (content), appropriateness (student's needs), and quality. In addition, another objective of this study is to determine the variety of the supplementary material used in the observed public and private high schools. Finally, this research seeks to identify the most frequently used material in each one of the observed high schools.

It is worth mentioning that, this research topic is relevant since through it, supplementary materials being used in our Ecuadorian EFL classes will be identified. Furthermore, it will be confirmed the conception that choosing the correct material and using it adequately are absolutely the most important aspects for a successful class.

Likewise, some other important studies have been conducted on this topic. Among them, it can be highlighted the study done by Abdallah (2011), whose purpose was to identify the challenges involved in the process of integrating Internet into EFL educational programs. The limitations of this study were the lack of coordination among all EFL teacher educators. On the other hand, the study conducted by Shu-Mei Chwo& others (2010) was aimed at discover

whether supplementary materials can be adopted or not to enhance EFL learners' listening and speaking. Some limitations of this study were that the teacher had to apply diverse teaching models, practices and assessments to expand the EFL learners' capacity. Finally, it can be mentioned the study done by Rucynski (2011), whose purpose was to analyze the appropriate use of "The Simpsons" as a source of authentic teaching material for EFL students. The limitations found in this study were the sophisticated writing style of "The Simpsons" as well as their jokes which frustrated the students.

Concerning the present study, it is worth mentioning that it will benefit EFL teachers and students, people majoring in the Teaching of English as well as those who are interested in this important topic. Definitely, this study offers a valuable contribution to the educational field since it will awake teachers' interest in using supplementary materials in their classes having as a result more motivating and interesting classes as well as an improvement in the educational system. Besides, this study may provide the basis for future research.

The only limitation found during this study was the difficulty for some students to answer the surveys adequately since they did not comprehend the exact meaning of some materials or because they were new students who at that moment, were not familiarized with their English classes. Finally, a suggestion to improve this research would be to select a larger sample to obtain more generalized results.

METHOD

This research study was thoroughly conducted in order to identify, analyze and compare the use of supplementary materials used to teach English as a Foreign Language in both public and private Ecuadorian high schools.

For this purpose, both a bibliographical research as well as a field research was conducted. The bibliographical information was very useful for me to delve into the topic since it focused on what supplementary materials are as well as their role and how suitable they are according to students' needs, characteristics, educational contexts, and learning styles. On the other hand, the field research was very important since through it I could observe directly whether supplementary materials were used or not by EFL teachers and if so, how they were used. Nonetheless, a detailed description about this process will be given later.

Setting and Participants

This study was carried out in Loja, Ecuador at a public high school and a private high school. Both of these high schools are located in the urban zone of the city. Nowadays, the public high school is in process of obtaining the International High School Degree. However, this is not the case of the private high school.

Furthermore, the participants were composed of students and teachers from both high schools.

First of all, students will be described. They were from the 1st, 2nd, and 3rd years of senior high school. These students were adolescents whose age ranged between 15 and 18. The sum of students from both high schools totaled 162. A detailed description in relation to this amount is given below.

In respect of the public high school, I could observe 38 students in the 1st year, 45 students in the 2nd year and 27 students in the 3rd year. On the contrary, in the private high school, I could observe 17 students in the 1st year, 23 students in the 2nd year and 12 students in the 3rd year.

Regarding their attitude, nearly all students from the public high school demonstrated special interest to the different topics being studied in class. They also gave a good deal of importance to the English subject as well as showed the due respect to their teachers. Nevertheless, the students from the private high school showed neither interest to the class nor the due respect to their teachers. Of course, it did not occur with all students, but with most of them.

Additionally, the majority of students from the public high school came from a middle-low social economic class whereas a good number of students from the private high school belonged to a higher economic class.

Secondly, teachers will be described. The teachers from both high schools were Spanish native speakers. In the public high school, they showed an excellent level of English as well as a good knowledge

and management within the field of linguistics. In fact, one of the teachers was majored in English in the United States. On the contrary, in the private high school the teachers conveyed less experience and proficiency on the subject.

Procedures

In order to start this research, a deep literature review was done. In consequence, books, peer reviewed articles, previous studies and other fully tested and endorsed information was searched on libraries and Internet. This information provided the theoretical support during this research.

After that, the field research was carried out. The design utilized throughout this research was based on the qualitative and quantitative methods. The data collection was accomplished through observations during the EFL classes in a public and a private high school. Regarding this aspect, fifteen observations were performed in each high school during the EFL classes in order to identify how supplementary materials are being used in these educational institutions.

The observations were performed once a week in each high school and in each year which means that they were fulfilled simultaneously in both high schools. The observations were done as it follows: five observations in the 1st year, five in the 2nd year and five in the 3rd year, giving the amount of fifteen observations per high school, that is to say, thirty observations in total.

During each observation, data collection formats such as observations sheets and surveys were applied. Furthermore, techniques such as note-taking and interview were also used.

Through the observation sheets, it was possible to identify the type of supplementary material used in each class as well as a description about the elaboration and use of it. Otherwise, one student per class was chosen randomly in order to answer a survey about the supplementary material used by the teacher in class. Moreover, the student could make suggestions about further material. Additionally, through a survey each teacher expressed their opinion on the importance of the use of supplementary material.

Once collected the data, the next step was the tabulation of them. Hence, the data were classified in Qualitative and Quantitative Tabulation Charts in order to determine the kinds of used material and their frequency of use in the different years obtaining statistics and percentages used to compare both high schools.

Finally, a qualitative and quantitative analysis of the results was done. The qualitative analysis described each used material in terms of its pertinence, appropriateness and quality and examined whether it supplied or not the necessities of the different learning styles. On the other hand, the quantitative analysis compared the results of both high schools as well as the frequency of their use in each year. It is important to highlight that this analysis was done per high school, per year and per used material.

DISCUSSION

Literature Review

English has become the worldwide language. Thus, its learning as a foreign language is a priority for all kinds of educational institutions whether they are public or private. So that, how can teachers help their students to learn this widespread language in an effective, motivating, interactive and even an attractive way?

Definitely, a very successful technique is the use of supplementary materials. Due to the fact that supplementary materials improve students' language skills and increase their interest in the language, they are imperative in every English class. For this reason, the following part will deal with topics and studies that explain the importance and role of supplementary materials and the contexts in which they are used. This information will be the basis to analyze the use of supplementary materials in EFL classes in both public and private high schools which is the objective of this research.

Teaching English as a Foreign Language

Broughton (1980) states that English has a great influence on the progress of individuals and even on the development of a whole nation. The learning of English has become so important that many institutions offer courses for every kind of students with different interests and aptitudes. Since English is useful in science, medicine, engineering, agriculture, and so on, many English courses have been created with specific purposes according to the field of interest of the

students. Similarly, London (2011) argues that English is currently considered as a central issue within many fields around the world such as education, science, culture and politics, just to mention some. Because of that, the importance of teaching and learning English as a foreign language has increased in the recent years.

Nevertheless, as it is known, everyone does not have the appropriate conditions to learn English. In fact, there exist certain factors that affect to some extent the quality of the teaching and learning of this important language. For instance, London (2011) suggests that an important factor that affects the quality of English is the infrastructure in which students are taught, therefore, school funding constitutes a determinant aspect. Another influent factor is concerned with the number of students in a classroom. If a classroom is overcrowded, it will be difficult to provide a quality English teaching. In other cases, the factor that affects the quality of English learning is basically the economical factor. Some students are not able to attend classes because as London (2011) states, “they cannot afford to go to school. (...) developing countries suffer from children not being able to go to school because of poverty. They either cannot afford such school essentials as a pen and a notebook or cannot afford to miss work.”

In short, teaching English as a foreign language is vital in these modern days, however, it is important that students have the necessary physical and economic conditions to learn. This is an

important issue that involves not only the authorities but also the community in general.

Learners Differences among Children, Adolescents and Adults

Lightbown & Spada (2006) suggests that making a comparison between the learning of children and adults, for example, results difficult since they are different groups of people and thus are not exposed to the same circumstances. In general, adults are more pressured to speak English from the very beginning in an accurate way, because they are usually exposed to situations that demand a more sophisticated language. Referring to this point, Durham (2010) states, “adults need to be able to relate learning to something in their life that means something to them... Therefore, adults tend to learn better in situations where role playing, group work and discussions are encouraged...”

On the other hand, children or younger people are allowed to make mistakes which are in addition praised since they live more informal situations. Regarding this point, Durham (2010) states, “children are simply happy to accept what they are learning regardless of its purpose.”

Moreover, Durham (2010) states that another factor that establishes the difference between adults and younger learners is maturity. Of course, older people have more experience in life than children or adolescents. Hence teachers need to discern what kind of

techniques and approaches are appropriate and useful for each group, since they do not learn in the same way.

Learners Motivation

Weller (2005) argues that despite the learners are children or adults, it is always important to keep a good atmosphere in the classroom to keep the students attention. For instance, the teacher could use visual aids or incentives such as privileges or praises. Furthermore, the activities that students perform in class have to be meaningful for them and it should be better if those activities include a goal for students to reach. The students usually feel motivated when they find that those goals are useful for them.

Likewise, Lightbown & Spada (2006) argues that a technique that motivates students is the use of co- operative activities in which strong and weaker students have the same opportunity to work together. This method will increase the students' self- confidence and motivation. Another way to motivate students in the classroom is through varying the activities, tasks and materials. Surely, the appropriate variation will increase the students' interest.

Indeed, the teacher plays the major role when motivating students but as Lightbown & Spada (2006, p. 64) states, "if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive."

Learning Styles

Concerning this topic, Lightbown & Spada (2006, p. 59) claims, “The term ‘learning style’ has been used to describe an individual’s natural, habitual, and preferred way of absorbing, processing and retaining new information and skills.” Certainly, each person has different abilities and aptitudes to learn. According to Putintseva (2006), there are different kinds of learning styles depending on the learner ability and based on the multiple intelligences, a model proposed by Gardner. This model shows different kinds of learner such as visual, auditory, tactile/ kinesthetic, musical, spatial, naturalistic. However, there is no agreement about the exact number of existing learning styles since other authors have encountered many more.

In addition, Hastings (2005) suggests that even there exist a common questionnaire that identifies the different kind of learners such as activists, reflectors, theorists and pragmatists. This type of test is considered as the most popular learning style resource and is called the Honey & Mumford learning questionnaire.

So that, it is evident that the fact of taking into account the learning styles is a decisive factor when designing a method, approach or activity for students to perform in class. In consequence, as it is already known that students do not learn from the same perspective, it is important that teachers pay attention to the abilities of each of their students to find ways to conduct their classes using

methods to which everyone is able to respond. Precisely, this is what Putintseva (2006), states, “(...) it is important to consider not just one, but varieties of approaches to learning styles and select the most appropriate from both objective and personal perspectives.”

Teaching Techniques for Teaching Adolescents

Rateliff (2010) states that teaching adolescents require another kind of techniques different from those used for children or adults since adolescents are passing through a very especial period in their life; in fact, they are young adults who are moving towards independent living. In consequence, the teacher must apply techniques that they consider helpful and useful in their own lives. Indeed, they need practical applications for lessons; for instance Rateliff (2010) states that teacher should “explain that learning to balance a ledger can help them take control of their money. Learning food science helps them eat better, choose the best foods and save money cooking over take-out diets.

Furthermore, Rateliff (2010) argues that they need to be listened, so a very useful technique for them to accomplish in class should be brainstorming ideas and their own thoughts. Then students can exchange their ideas, so they can hear each other. On the other hand, as they feel independent individuals, it should be very convenient to encourage community leaders and working in groups, for sure they would enjoy these techniques.

In other words, what teachers have to do when working with adolescents is what Schreiner (2010) states, “Be creative, and try to add the element of emotion to lessons whenever possible.”

Contexts for Teaching English

The contexts in which English is taught are diverse but the most relevant ones are the social, economic, political and cultural contexts.

According to Graddol (2000), English has spread rapidly in recent years because of the influence of the government, institutions and individuals. It is to say, social factors play an important role in the teaching of English since depending on them it is possible that English is taken into account as a policy.

However, another context that is disturbing many people is the economical one. In fact, it is a very sad reality that many schools in Nigeria not only lack study materials, such as textbooks, dictionaries, workbooks and posters, but also do not have such essentials as electricity or adequate staff rooms and offices, and their buildings have leaking roofs and cracked walls. So that, as it can be observed the economical context is perhaps the most influential in the quality of the teaching of English.

Supplementary Material

Gómez (2008) claims that supplementary material refers to the extra resources that teachers use in addition to the coursebook. On the contrary, Right (2011) states that supplementary material is

different from teaching resources because it includes more theoretical and intangible elements, such as essays or support from other educators.

In addition, Right (2011) states that supplementary material can be even more specific such as worksheets, games, flashcards, etc. So that, a general definition for supplementary material is that they are considered as extra material which is helpful to deliver instruction as a support of the coursebook.

Hence, supplementary material is important and plays a significant role in English classes. For that reason, Gómez (2008) states that supplementary material covers the lacks that coursebooks cannot. Furthermore, these extra resources improve language skills and increase the students' interest in the topic and provide opportunities to practice their language skills in an interactive and effective way.

Types of Supplementary Materials

Due the variety of learners, the types of supplementary materials are also varied. Among the main types we have visual, audio, audiovisual, realia and on-line. Each of these types possesses its own tools to help students learn. Regarding the visual aids, Binkley (2011) states that they constitute actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc.

On the other hand, concerning audio aids, Sharma (2011) claims that they refer to radio, tape recorder and television, projector and even computer.

Furthermore, audiovisual aids are very common. Binkley (2011) argues that these types of materials are formed by electronic devices that keep the audience attention while they are observing a presentation. These kind of material include DVD`s, presentation slides, digital projector and audio recordings.

Additionally, realia is a very effective means of learning a new language in an attractive way. In this way, Brick (2011) states that this kind of material refers to artifacts from the real world that are related to the subject matter being studied. These include photographs, road maps, animals, fruits, etc.

In short, the types of supplementary materials are huge and the tools that teachers can use are very varied. The important point here is to know how to take advantage of these material, how to use them in an effective and accurate way.

The topics mentioned above are closely related to the theme of this research and help us with a better understanding about the importance of supplementary materials and their use in English classes. However, it is also necessary to know how this theory has been practiced in real contexts, in genuine classrooms. For this reason, the following section will focus on previous studies related to the use of supplementary materials in EFL classrooms.

Charalambous (2011) conducted a study whose purpose was to know the role of course books in EFL teaching and examines how teachers can make effective use of the material.

The methodology for this research was conducted having in mind the aims of the course, so that teachers should first critically examine the course book. They could design a diagram, a table, a mind map or a list where they could write their course objectives, contents of unit, rationale and the activities they had selected. All units that do not satisfied the students needs could be modified or replaced by other ready-made, devised or authentic material. At the end of every lesson the process of reflection and evaluation was mandatory.

The conclusions for this research were that it was needed training the teachers on evaluating, selecting, adapting and supplementing the course book, by designing their own materials. Furthermore, it was found that teachers' collaboration and sharing of materials is essential. Moreover, students' contribution to the process of evaluating and design of material is also another factor that should also be considered for effective learning.

Rucynski (2011) conducted a study whose purpose was to know how to use The Simpsons as a source of authentic socio cultural teaching materials for EFL students and how to use clips of the show to arrange lessons into pre-, during-, and post-viewing activities to help students learn.

The methodology for this research was conducted by choosing the scenes that provide visual reinforcement for the main point. Comprehension questions can be based not only on listening but on visual cues as well. Talking about what they have seen gives students the chance to use their English to practice pre-taught vocabulary related to the scene

The conclusions for this research were that *The Simpsons* is an obvious choice for teachers looking for authentic materials for EFL students. Despite the difficulties the show poses for non-native English speakers, careful structuring of lessons into pre-, during-, and post-viewing activities will make clips of the show accessible. Using episodes as part of a thematic unit makes the show much more than just mindless entertainment.

Kellem (2009), conducted a study whose purpose was to review the Stylistic and Reader-Response approaches and their roles in second language acquisition, and will then demonstrate how to combine them to teach poetry in the EFL classroom with the Meaningful Response approach.

The methodology for this research was conducted in a way to know how to ease students into a poetry lesson is to give them a general feeling for the ideas presented in the poem by providing a warm-up activity. Look at the poem. Help them discover and express what the poem means to them as individuals.

The conclusions for this research were that with the Formeaning Response approach, students are attending to the language of a poem, using that linguistic evidence to discuss the poem, and relating the themes to their own ideas and lives.

Abdallah (2011) conducted a study whose purpose was to know what is the range the challenges and concerns involved in the process of integrating the Internet into Egyptian pre-service EFL teacher education programmes with specific reference to one of those programmes provided in Assiut University College of Education in Egypt. Furthermore, it is required to know what are the new forms of literacy skills that Egyptian EFL student teachers need to develop in the context of their education programmes.

The methodology for this research was conducted in a way in which participants were sent invitation e-mails that explained the research objectives and the aim of conducting the semi-structured interviews They were asked to choose between two online communication tools—e-mail and chat software—as a means for conducting the interview. For chat-based interviews, each one lasted between 30-60 minutes depending on connection speed and other personal factors. For e-mail-based interviews, participants were sent a question at a time, and based on the participant's response, another question was sent till all needed data were obtained. Following these interviews, a small-scale content analysis of some online documents which included e-mail exchanges, online

ELT/TEFL-related articles, and blogs, was conducted. Methodological triangulation of two data collection methods was employed here to overcome any potential weaknesses related to reliability which might be attached to conducting qualitative research.

The conclusions for this research were that in the context of the EFL teacher training programmes, blended learning is the most appropriate mode and/or approach of using and employing the website at this stage. The Internet or the Web, as many teacher educators emphasize, should never replace traditional face-to-face instruction. These tools include specific features that can be usefully employed to help with fostering some new literacy practices for student teachers. There should be some coordination among all EFL teacher educators. Shu-Mei & others (2010) conducted a study whose purpose was to know if supplementary materials can be adopted to enhance college EFL learners' listening and speaking strategy use.

The methodology for this research was conducted in a way in that four Sophomore Listening and Speaking Classes were randomly chosen from non-English major classes to participate in our study in Fall Semester, 2008-2009. They were students majoring in Childcare (CC), Environmental Engineering (EE), Nursing (NR) and Computer Technology (CT). The former two classes served as experimental groups (EG) while the latter served as control groups (CG). CC was taught by a local Taiwanese instructor and EE by a foreign instructor from an English speaking country; both instructors coordinated their

teaching, applying interventional mode to contrast our CG, taught by another foreign instructor, following the departmental syllabus. Data analysis only included those who completed both pre and post tests as well as pre and post SILL surveys. The same criteria also apply to three quizzes. As a result, we obtained a total of 89 EG's and 79 CG's pre and post tests data. A total of 183 pre and post SILL surveys were collected from both EG and CG. As far as the three quizzes are concerned, 43 EE and 47 CC from the first quiz, 43 EE and 45 CC from the second quiz, and 43 EE and 48 CC data from the third quiz were collected.

The conclusions for this research were that certain types of strategy use are crucial factors contributing to successful learning in Listening and Speaking class (i.e., there was a noticeable increase in "learning with others" in EE). To achieve effective learning outcomes on listening and speaking course, "learning with others" might be a useful alternative strategy when the mother tongue cannot be available in a foreign instructor's class. Instructors may consider resorting to a cooperative strategy to encourage EFL learners to apply "learning with others" strategy to enhance their listening and speaking proficiency. For future pedagogical implication, more and a variety of supplementary materials can be encouraged in English Speaking and Listening course besides standard syllabus to enhance strategy use and facilitate learning results.

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	✓	
	bingo cards	✓	
Audio	songs	✓	
	dialogues		✓
	stories		✓
	tales		✓
Audiovisual	videos		✓
	movies		✓
	documentaries		✓
Realia	objects (toys, plants, fruits)	✓	
Online	websites		✓

Author: Soraya Arévalo Ruiz

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

Chart Two: Type of supplementary material used in the Private High School

Variable	Indicators	Yes	No
Visual	flash cards		✓
	power point presentations		✓
	maps		✓
	pictures		✓
	charts		✓
	handouts	✓	
	posters		✓
	word cards		✓
	white / black board	✓	
Audio	songs		✓
	dialogues		✓
	stories		✓
	tales		✓
Audiovisual	videos	✓	
	movies		✓
	documentaries		✓
Realia	objects (toys, plants, fruits)		✓
Online	websites		✓

Author: Soraya Arévalo Ruiz

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

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th 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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	bingo cards			✓	✓						
Audio	songs		✓								✓
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Soraya Arévalo Ruiz.

Source: 1st year

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

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

Author: Soraya Arévalo Ruiz.

Source: 2nd year

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

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

Author: Soraya Arévalo Ruiz.

Source: 3rd year

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

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

Author: Soraya Arévalo Ruiz.

Source: 1st year

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

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

Author: Soraya Arévalo Ruiz.

Source: 2nd year

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

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

Author: Soraya Arévalo Ruiz.

Source: 3rd year

Quantitative Tabulation

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards	-	-
	power point presentations	-	-
	maps	-	-
	pictures	1	-
	charts	-	-
	handouts	-	2
	posters	-	-
	word cards	-	-
	white / black board	5	3
	bingo cards	1	-
	Audio	songs	2
dialogues		-	-
stories		-	-
tales		-	-
		-	-
Audiovisual	videos	-	1
	movies	-	-
	documentaries	-	-
		-	-
Realia	objects (toys, plants, fruits)	-	-
Online	websites	-	-
TOTAL		9	6

Author: Soraya Arévalo Ruiz.

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards	-	-
	power point presentations	-	-
	maps	-	-
	pictures	-	-
	charts	-	-
	handouts	2	2
	posters	-	-
	word cards	-	-
	white / black board	4	3
		-	-
Audio	songs	1	-
	dialogues	-	-
	stories	-	-
	tales	-	-
		-	-
Audiovisual	videos	-	-
	movies	-	-
	documentaries	-	-
		-	-
Realia	objects (toys, plants, fruits)	1	-
Online	websites	-	-
TOTAL		8	5

Author: Soraya Arévalo Ruiz.

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards	1	-
	power point presentations	-	-
	maps	-	-
	pictures	-	-
	charts	-	-
	handouts	1	2
	posters	1	-
	word cards	1	-
	white / black board	5	4
		-	-
Audio	songs	1	-
	dialogues	-	-
	stories	-	-
	tales	-	-
		-	-
Audiovisual	videos	-	-
	movies	-	-
	documentaries	-	-
		-	-
Realia	objects (toys, plants, fruits)	-	-
Online	websites	-	-
TOTAL		10	6

Author: Soraya Arévalo Ruiz.

Chart Twelve: Frequency of use of supplementary material

Years	Public (f)	Private (f)	TOTAL	
			f	%
1 st	9	6	15	34,09
2 nd	8	5	13	29,55
3 rd	10	6	16	36,36
TOTAL	27	17	44	100

Author: Soraya Arévalo Ruiz.

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards	-	-	1	1	3,70
	power point presentations	-	-	-	0	0
	maps	-	-	-	0	0
	pictures	1	-	-	1	3,70
	charts	-	-	-	0	0
	handouts	-	2	1	3	11,11
	posters	-	-	1	1	3,70
	word cards	-	-	1	1	3,70
	white / black board	5	4	5	14	51,85
	bingo cards	1	-	-	1	3,70
Audio	songs	2	1	1	4	14,81
	dialogues	-	-	-	0	0
	stories	-	-	-	0	0
	tales	-	-	-	0	0
Audiovisual	videos	-	-	-	0	0
	movies	-	-	-	0	0
	documentaries	-	-	-	0	0
Realia	objects (toys, plants, fruits)	-	1	-	1	3,70
Online	websites	-	-	-	0	0
TOTAL		9	8	10	27	100

Author: Soraya Arévalo Ruiz.

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards	-	-	-	0	0
	power point presentations	-	-	-	0	0
	maps	-	-	-	0	0
	pictures	-	-	-	0	0
	charts	-	-	-	0	0
	handouts	2	2	2	6	35,29
	posters	-	-	-	0	0
	word cards	-	-	-	0	0
	white / black board	3	3	4	10	58,82
Audio	songs	-	-	-	0	0
	dialogues	-	-	-	0	0
	stories	-	-	-	0	0
	tales	-	-	-	0	0
Audiovisual	videos	1	-	-	1	5,88
	movies	-	-	-	0	0
	documentaries	-	-	-	0	0
Realia	objects (toys, plants, fruits)	-	-	-	0	0
Online	websites	-	-	-	0	0
TOTAL		6	5	6	17	100

Author: Soraya Arévalo Ruiz.

Description, Analysis, and Interpretation of Results

Unquestionably, the use of supplementary materials is very effective during EFL classes especially when teaching adolescents. This fact was noticeable during the observed classes. Hence, this section deals with a thoroughly description, analysis, and interpretation of the results obtained during the field research which have been previously tabulated and exposed in the Results section.

For this purpose, a qualitative and quantitative analysis will be done regarding each one of the supplementary materials used in the different classes and years in the public high school and the private high school. The qualitative analysis will aim at describing each of the used materials considering its pertinence, appropriateness and quality. In addition, it will be signaled whether the used materials are being considered or not in relation to the different learning styles. On the other hand, the quantitative analysis will compare the frequency of the used materials between the public and private high school as well as between the different years (1st, 2nd, and 3rd years).

Qualitative Analysis

Public High School

Fifteen EFL classes were observed in 1st, 2nd and 3rd years in the Public high school. During these classes it could be observed the following supplementary materials: flash cards, pictures, charts, handouts, posters, word cards, whiteboard, bingo cards, songs, objects.

1st Year

Pictures

This material was used in the third class. The topic of this class was “Male and Female Stereotypes” whose main objective was to explain how to construct comparisons based on one and three-syllable adjectives. At first, the teacher presented two pictures about a girl and a boy who were called Anna and John. Meanwhile, students were asked to brainstorm characteristics about them. As a result, the students gave several examples such as: beautiful, young, independent, collaborative, and creative, among many others. Making use of these examples, both the concept of *adjective* as well as its number of syllables and the construction of *comparisons* was explained by the teacher.

Furthermore, many examples were given on the use of comparisons such as: “Anna is younger than John” or “John is more independent than Anna”. Many more examples were given by the students who showed an excellent comprehension on the topic.

Definitely, the use of pictures was pertinent in this class, since they were closely related to the topic, and what is more, helped the teacher to reach her objective. Furthermore, this material activated the students’ participation and awakened their interest on the topic. Everyone wanted to share their ideas. Certainly, the students were very motivated with this material.

Besides, pictures were appropriate in this class because they facilitated the students' comprehension about the real meaning of adjectives. On the other hand, these pictures were effective tools since they related to the students' level and age. This fact was visible when the students were able to develop the required task without difficulty. In addition, the images exposed on the pictures were not complicated to describe; in consequence, students could transmit their ideas easily.

Although the pictures had been taken from magazines, their quality was good. In fact, the pictures were very colorful and big enough for students to observe them clearly.

White Board

This material was used in all the five classes. Concerning the first class, the white board was used by the teacher to explain the lesson "Herbal Medicine" with the objective of reviewing the modals *should* and *could* to express advice. First of all, the teacher wrote further examples from the ones already provided in the book such as: "You should consume papaya seeds" or "You could use dragon's blood". By means of these examples, the function of modal verbs was clearly explained by the teacher. The students were asked to copy these examples in their notebooks.

Once students comprehended these grammatical structures, they were required to write their own examples on the board. Although the students understood the topic well, it was reinforced by

requiring them to think about more examples. However, this time the teacher posed a possible sickness or health problem and asked students to imagine a possible advice to cure or alleviate it. It was interesting that it was said that the advice would be more effective if it would be based on herbal medicine. As a result, several advices using modal verbs and vocabulary related to herbal medicine were written on the whiteboard by the students.

Doubtlessly, this visual material was pertinent since through it the students had a good practice on grammatical aspects related to the use of modal verbs. Moreover, this tool helped the teacher to achieve the proposed objective for this lesson as well as to apply new vocabulary concerning herbal medicine. Certainly, the use of this aid activated students' participation during the class.

In the same way, this material was used appropriately due to the fact that students were motivated to participate by writing several examples on the board. This denoted that the white board was used in relation to the students' level and understanding. It is worth mentioning that, students not only felt encouraged to write examples on the board but also they practiced the pronunciation of them. However, the physical quality of the board was not very good since it had some permanent marker stains on it. On the other hand, it was well organized by the teacher. Furthermore, the teacher handwriting was understandable and had an appropriate size for the students to

observe the examples clearly. Moreover, red color marker was used to highlight modal verbs as well as new vocabulary.

In the second class, the white board was used to introduce the topic of “Careers”. The purpose of this class was to provide enough practice of vocabulary related to professions and occupations.

The whiteboard was pertinently used in this instance. In order to practice vocabulary in a funny way, the teacher made use of the white board to carry out the “Hangman” game.

Although it is a well-known game, it will be mentioned some aspects about its process. Firstly, the teacher thought of a word (related to a profession or occupation), then she placed one dash for each letter of the chosen word. In front of it, the teacher drew a horizontal line and a vertical line coming up out of its center, then a short “noose” at the end of this line. The students were asked to guess one letter at a time or they could use a turn to guess the entire word. Meanwhile, the teacher filled in the letter on the appropriate dash each time the students guessed correctly. However, if the students said a wrong letter, the teacher added one body part to the drawing. If the drawing was completed before the word was guessed, the students lost, otherwise, they won.

Positively, the white board was used in a pertinent way since the activity performed on it was closely related to the topic and main objective of the class. Furthermore, it activated students’ participation in a great way.

Alike, this material was appropriate because the students were able to perform the game without difficulty. Besides, they practiced a great deal of vocabulary and learned some new words. In fact, the students felt very motivated as well as exiting of playing this game in class. For this reason, the white board was definitely related to the students' level and age in this case.

Nevertheless, the quality of the whiteboard was not in such good conditions due to it was stained with permanent marker. However, in spite of this fact, the teacher made a good job by using different colors when filling in the letters as well as when drawing the "Hangman" which caught the students' attention and interest.

Concerning the third class, the teacher used the whiteboard to present the topic: "Male and Female Stereotypes". Its objective was to explain how to construct comparisons based on one and three-syllable adjectives. For this purpose, the teacher asked the students to write as many adjectives as they could on the board. Of course, the concept of adjective was already explained and understood.

In consequence, the students wrote a large amount of adjectives on the board such as: collaborative, popular, cheerful, clean, beautiful, slim, curious, and so on. Then, the teacher invited the students to choose those adjectives which only had one or three syllables and remove the ones that had more than three syllables. Once the students carried out this activity, the teacher explained the

grammatical construction in order to form comparisons with one and three- syllable adjectives. Accordingly, she wrote some examples of comparisons on the board, for instance: “Loja is cleaner than Guayaquil” or “Betty is more popular than Susan”.

Based on the examples and the explanation previously provided by the teacher, the students were required to write more examples of comparisons on the board using the same adjectives which they had written before. As it is noticeable, the white board was pertinent in this case because it was used in relation to the topic and objective of the class.

This supplementary material was also used appropriately in relation to the students’ level, age and understanding since the students were able to easily write the examples on the white board. Furthermore, its use contributed to a better comprehension and practice on the topic because the students wrote the examples themselves. Similarly, the students’ motivation to participate was excellent. In fact, almost all students required the teacher to write at least one sentence on the board.

Lastly, the quality of its material was not physically good. Nonetheless, the teacher’s handwriting was well organized. The left side of the white board was used to write the adjectives and the right side to write the comparisons. In addition, the grammatical structures related to comparisons were underlined with red marker.

The topic of the lesson in the fourth class was “Quantifiers” whose main objective was to identify and apply the different quantifiers in real contexts. In order to achieve it, quantifiers were written on the board as it follows: *all* (conveying the 100%), *most*, *many*, *half*, *some*, *a few*, and finally *none* (conveying the 0%). Later on, an example using each quantifier was written on the board by the teacher, as for instance: “All students like Physical Education”, “Many students play guitar”, or “None of the class is famous”, just to mention some.

Based on these examples the students were able to understand the use as well as the meaning of each quantifier. Besides, the teacher asked the students to copy the examples from the board in their notebooks. Once students finished copying, the teacher wrote other examples on the board for students to complete with the appropriate quantifier, as for example: “_____ students have cell phone”, “_____ of students live with their grandparents”. Certainly, the students were able to complete these sentences correctly.

For this reason, the use of the white board in this class was pertinent since it helped the students to understand and practice quantifiers. Furthermore, its use was closely related to the topic as well as the main objective of the class.

It is important to mention that the use of the white board was also appropriate because students understood the given examples

and could actively participate during the class. In addition, the examples were related to their level, age and circumstances.

On the other hand, even though the board presented some stains, the teacher used a clear handwriting as well as two colors of marker: red and black. The quantifiers were highlighted in red.

In the fifth class, the teacher used the white board to explain on the topic of “Requesting for personal information”. The objective of this class was to practice listening and speaking skills. Three main questions to inquire from the classmates were written on the board, so that, we have the following: “What is your telephone number?”, “What is your home address?” and “What is your e-mail address?”

In this case the use of the white board was related to the topic and helped students to have a guide on the questions they had to inquire from their classmates. Thus, its use was pertinent.

This material was also appropriate since students were able to comprehend clearly the given questions. Alike, the students felt motivated to participate in this activity by asking those questions to their classmates. And finally, the questions written on the board were related to the students’ age and understanding.

As a final point, this material was not in such good conditions because it had some stains. However, the teacher’s handwriting was clear and its size was big enough for students to observe it without difficulty.

Bingo Cards

This kind of visual material was used in the second class. The topic of this class was “Careers”. Its purpose was to provide enough practice of vocabulary related to professions and occupations. This material is a wonderful teaching tool since it encourages students to participate actively as well as awakes their interest and curiosity on the topic being studied.

Regarding this class, the bingo cards were related to professions and occupations. Hence, each student was given a bingo card with its corresponding markers; in this case, beans were used. Alike, they were instructed to mark their “free space” before beginning. The teacher had an extra card to confirm the filled spots. During this game, the teacher mentioned a profession or occupation, for instance: carpenter, flight attendant, teacher, etc. The student who had the mentioned professions by the teacher had to fill the matching spot with a bean. The winner was the first student who covered all of the spots on the card. It is worth mentioning that the winner was rewarded by the teacher with a surprise gift.

In general, the use of this material was very pertinent to the topic of the class since it reinforced the previous activity (Hangman game). Furthermore, it was reflected the students´ exciting towards this activity as they performed this game. They were indeed very interested on the topic. Definitely, this material helped the teacher to reach the objective of this class.

On the other hand, this material was very appropriate for it was greatly related to the students' age and level of understanding. Moreover, it was very easy for students to use as well as motivated them to participate in class in a remarkable way.

Finally, it can be mentioned that the quality of this material was excellent since it was very colorful and well designed. Besides, each profession or occupation was illustrated by a short picture related to it. This material was very didactic and caught the students' attention easily.

Songs

This kind of audio material was used in the first class whose topic was "Herbal Medicine" with the objective of reviewing the modals *should* and *could* to express advice. The song was titled "Feel" which was performed by Robbie Williams. Each student was given a copy with this song lyric. In this case, this song was played a few minutes before the class ended. It was played twice as students read its lyrics with enthusiasm. The purpose of this song was to develop the students' listening skills only.

For that reason this song was not pertinent, since it was not related to the topic and objective of the class. On the contrary, its lyrics reflected a very different content that could have been used in a class related to verb, for instance.

However, in spite of this material was not related to the topic, it was appropriate because the students were able to identify easily the

song lyrics as they heard to them. Additionally, this material was related to the students' level and age. In fact, they were able to repeat or even sing some parts of the song. Unquestionably, the students enjoy songs a lot.

On the other hand, the quality of this song was good. Its sound was clear enough so as every student could listen to it clearly without any interruption.

In the fifth class, the use of a song was presented once again. The topic of this class was "Requesting for personal information" whose objective was to practice listening and speaking skills. Minutes before the class ended, the students were given copies containing the song lyrics titled: "Careless Whisper" which was performed by George Michael. The teacher played this song twice until the students got familiarize with it. At the beginning the students considered that this song had very fast parts. However, this situation improved after having played this song for at least three times. It is important to know that the teacher provides songs in order to develop the students' listening skills, even its lyrics are not related to the topic being studied.

For that reason, it can be mentioned that even though the song was very attractive, it was not pertinent at all. The main reason is that the content of this song was not related to the topic of the class. However, it helped to reach one part of the objective of this class, that is, to practice listening skills.

On the other hand, this audio material was appropriate in the sense that it motivated the students to ask questions about unknown words, so that, they learned some new vocabulary. Furthermore, the audio was loud enough for students to perceive it in a clear way.

Learning Styles

After five EFL classes were observed in the 1st year, it is necessary to mention that visual and audio supplementary materials were used. However, beyond of being simple materials that make the class funnier, it is important to know that these materials considered the different students' learning styles. Certainly, the materials used in this year supplied the requirements of the visual, kinesthetic and aural learning styles. For instance, the activity performed with bingo cards used the kinesthetic learning technique as students got to use markers and bingo cards.

Thus, it was visible that the teacher paid attention to her students' abilities and tried to find ways to conduct her classes using methods to which everyone was able to respond. Precisely, this is what Putintseva (2006), states, "It is important to consider not just one, but varieties of approaches to learning styles and select the most appropriate from both objective and personal perspectives."

2nd Year

Handouts

This material was used in the first class whose topic was "Types of Water Pollution". The objective was to learn how to use

cause and effect expressions through reading. For this purpose, students were given handouts with information concerning domestic waste, industrial effluent and agricultural chemicals. The students were asked to underline the words that conveyed cause or effect.

After having read these passages, students were asked to write their own paragraph on the topic of “Causes and effects of environmental pollution.” The students needed to base their paragraphs on the information from the handout.

This material was pertinent because it was directly related with the topic of the class. In fact, through this material the students could observe how cause and effect expressions are employed reaching the main objective of this class in this way.

As the reading passages in this handout employed a basic language, it was understandable and easy for student to read it. For these reasons, this material was considered as appropriate in this class. Moreover, its content was related to students’ level.

It can be said that this material was presented in good conditions to the students. Even though, the handouts were copies taken from the original, they were very clear and neat. Furthermore, the letters were clear and had a suitable size.

Handouts were also used during the class number two. The topic presented in this class was “The auxiliaries *Do* and *Does*”.

The main purpose of this class was to make students learn how to formulate WH-questions using the auxiliaries *do* and *does*. First,

some examples were written for students to realize by themselves the use and function of auxiliaries in questions. For instance, she gave the following example: “- Why does she use the book? - She uses the book because it has many illustrations”.

Once students comprehended how to formulate this kind of questions, the teacher distributed handouts to them which contained information about Bill Gates and Oprah Winfrey. In consequence, students had to guess information about them by answering some questions given below. Some questions were: “What do Bill Gates and Oprah Winfrey have in common?”, “What do you and Oprah Winfrey have in common?”. The students were asked to answer those questions with the imaginary information.

The handout required that students write further information about home, family, hobbies, favorite food as well as dislikes of these two famous people. Then, students were asked to exchange their ideas with their classmates as well with the teacher.

It is important to mention that the use of handouts was pertinent in this class since it required from students to complete them by using the studied structures with the auxiliaries *do* and *does*. Furthermore, this material was closely related to the topic and the main objective of this class. Therefore, the students were able to comprehend the meaning of the given questions.

Besides, this activity awaked the students´ imagination as well as their capacity to create or invent things. The handout was easy to

be understood and completed by the students. This fact showed that this material was related to students' level, age and understanding. Due to these reasons this visual aid was considered as appropriate.

On the other hand, the quality of this material was good. Even though, the handouts were copies taken from the original, they were very clear and neat. The letters were big enough to be comprehended by the students.

White Board

This type of material was used in four of the observed classes. In the second class the white board was utilized in order to explain the use of "The auxiliaries *Do* and *Does*". Its purpose was to make students learn how to formulate WH-questions using the auxiliaries *do* and *does*. First, the teacher used the white board by writing clear examples on the use of auxiliaries within WH-questions. For instance: "- Why does he like this book?" - He likes this book because it is interesting."

Then, a chart which was previously given to the students to complete was also drawn on the board. This was done with the purpose to check the students' answers. Of course, the students had to complete the chart on the board with their personal answers. As the answers were imaginary, a short debate was started about what the best answer was. This activity engaged the students to participate actively.

On the other hand, the use of the white board was related to the topic and helped the teacher to achieve the proposed objective. Thus, the use of this material was pertinent in this case.

On the other hand, the use of this material provided information that was comprehensible for students. They were also motivated to complete the chart on the board. These are reasons why this material was considered as appropriate in this class.

Finally, the quality of the white board was not very good due to it showed some stains. Furthermore, the half of the board is white whereas the other half is green, but the white side is always used, Despite of its physical conditions, the teacher distributed the board in an ordered way and used different colors to highlight the use of auxiliaries. The teacher's handwriting was also clear and had a good size for students to visualize it without difficulty.

In the third class, the topic studied was "Cars and the Environment" whose purpose was to practice quantities. However, before starting with this topic, questions about famous singers were written on the board such as the following ones: "Where is he/she from?", "How old is he/she?", "What is his / her marital status?", among others.

These questions belonged to the homework which had been sent to the students, so that, it was a review of that homework. Consequently, the students took turns asking and answering the questions these questions in class.

Just about 15 minutes before the class ended, the teacher used the white board to explain the topic on quantities. The students were asked to develop a task from the book regarding the number of cars in Pichincha, then, their answers were checked on the board.

The use of the white board in this class was not pertinent at all because it was used to review a different topic before dealing with the topic and the objective signaled for this class.

However, this material was appropriate because students were able to practice the reading as well as the pronunciation of large quantities which were dictated to the teacher as well as written on the board.

To finish, the physical quality of the white board was not in very good conditions. Nevertheless, the teacher's handwriting was clear and neat. Alike, the numbers' size was big enough for students to observe them easily.

The white board was also used in the fourth class to introduce the topic "English-Speaking Countries: The USA". The objective in this class was to practice listening and speaking skills by asking giving information. First of all, the teacher asked the students to complete a task from the book. Then, the same task was written on the board by the teacher with the purpose that students complete it later.

The white board was used appropriately in relation to the topic of the class. In addition, one student was chosen to pose the

statement whereas other student was chosen to give the answer. In this case the objective of practicing listening and speaking was also accomplished.

This material was also appropriate because the students were motivated to participate, to write right answers on the board. Furthermore, if an answer was wrong, another student had the opportunity to go to the board and correct it. The use of this material was also related to the students' level and understanding since they were able to carry out this task in an easy way.

Regarding the quality, this material does not show such good conditions because it has some stains difficult to remove from its surface. But it did not represent a difficulty for the teacher to present the information in an attractive and clear way. In fact, the statements were written in black whereas the answers were written in red.

In the fifth class, the white board was used to explain the topic on "Tag Questions". The principal objective in this class was to confirm possible truths. To start the class, the teacher asked the students to read a passage from the book whose topic was *Discovering America*. Once the students familiarized with the reading, the teacher wrote some sentences related to it. Then, the students had to add a questions tag to the given sentences.

Among the sentences provided by the teacher, we have the following: The States of Washington and Oregon have vast forests. The students had to complete it with the tag question: *don't they?*

Several examples were written on the board, then, the students were asked to participate by adding a suitable tag question to them.

The content expressed on the board was related to the topic stated for this class. As students were asked to complete possible truths with question tags, the purpose of this class was accomplished with the help of this material. As a result, the white board was pertinent in this class.

Since the use of the board activated students' participation because it was related to the students' level, age and understanding, it can be said that this material was also appropriate during this class.

Finally, the teacher always kept the board as much cleanly as it was possible. It is important to mention that when introducing a new topic or new examples, the information written before was erased.

Songs

This sort of audio supplementary material was utilized in the class number five. The topic of this class was: "Tag Questions". This lesson principally aimed at confirming possible truths.

Regarding the use of songs as supplementary materials in this class, it can be mentioned that its use was not pertinent because it was not related neither to the topic nor the objective of the class. The title of the song was: *Take my breath away* performed by Berlin. This song was played at the end of the class. The teacher explained that

the purpose of the song at this part was awaking students' interest if they were getting bored.

Certainly, this purpose was achieved since it was visible the fact that students enjoyed listening to songs a lot. This song was repeated twice while students tried to sing it. In this sense, it can be said that this material was appropriate. Furthermore, it was used according to students' level, age and understanding because they were able to follow the lyrics easily.

Finally, it can be stated that the quality of the song in relation to its sound was excellent. The lyrics could be heard clearly without interruption.

Objects

The use of objects as supplementary materials was carried out in the fourth class. The topic of this class was "English-Speaking Countries: The USA" and its objective was to practice listening and speaking skills by asking giving information.

However the objects did not fit into this topic since they were composed of cups of coffee, dishes, spoons and loaves of cake. Yes, a few minutes before the class ended, the teacher and the students celebrated a student's birthday. The teacher took advantage of this situation to teach English vocabulary related this event. In fact, the birthday was celebrated in English.

Of course, these materials were not pertinent due to they did not keep relationship with the initial topic and objective of the class.

However, students could increase their vocabulary. In a similar way, they had the opportunity to practice what they had already learned about the ways to congratulate someone. The students felt very motivated through this activity.

Besides, this supplementary material was appropriate to the students' level, age and understanding: they liked learning by observing the objects since they use them frequently, thus, making it easier to remember vocabulary.

Lastly, these supplementary materials were of good quality, they were clean and ready to be used by the students. As the students observed the objects directly, it contributed to facilitate the learning process.

Learning Styles

After the five classes were observed, it is essential to mention that the teacher explained the classes taking into consideration the different learning styles of the students. However, the learning style mostly considered was the visual one. For visual learners, the classes were supported with charts, handouts, white board and realia (objects), allowing the students to see, feel and touch the materials. For the aural learners, it was provided songs which motivated this kind of students as well as helped to improve their pronunciation.

In fact, according the surveys the students revealed that auditory, visual and realia materials were the most motivating materials for them.

Regarding the visual aids, Binkley (2011) stated that they constituted actual objects, charts, maps, flash cards, overhead projector, slides etc. Additionally, realia is another effective means of learning a new language in an attractive way. In this way, Brick (2011) stated that this kind of material refers to artifacts from the real world related to the subject matter being studied. This means that teachers need to select the most suitable materials in order to supply the students learning styles.

3rd Year

Flash Cards

In the first class observed, the teacher used some flash cards containing musical instruments such as: panpipes, trumpet, harp, cymbals, tuba, castanets, maracas, triangle, drum, clarinet, cello and double bass. The topic of this class was “Musical Instruments”. The main objective was to identify and classify musical instruments. First, the teacher showed the students the flashcards saying the name of each instrument. The students were asked to repeat the names of these instruments.

Once students familiarized with each instrument, the teacher played the book CD which showed the sounds of the instruments as well as their pronunciation. This track was repeated three times.

The use of the flashcards was pertinent since it facilitated the students to practice the names of different musical instruments and helped the teacher to reach the proposed objective.

Additionally, the flashcards were appropriate to the students' level, age and understanding since they motivated and helped them to remember the names of the studied instruments.

Finally, it can be mentioned that the flashcards were elaborated by the teacher. Their quality was very good; they were colorful and showed an excellent condition. Furthermore, their size was big enough for students to see them well.

Handouts

This supplementary material was utilized in the fifth class. The topic of this class was "How to Keep Fit?" whose purpose was to describe the human body as well as healthy habits. First of all, students were divided into two groups. Each group was given a handout which contained the human body. Each member from each group had to write a body part as it corresponded in the handout. It was a kind of contest in the classroom. The group which completed first the handout with all the correct body parts was the winner.

This material was pertinent since it was closely related to the objective of the class. Furthermore, it was used appropriately in relation to students' level, age and understanding the exercises were used to teach the students about the parts of human body and practice the pronunciation too. The vocabulary given in the handouts was used according to their level, and they could understand the information. The quality of the handouts was clear; they were copies in good condition.

Posters

In the second class posters were used showing images of famous singers to introduce the topic “Favorite Musician”. The objective was to know how to describe people using their personal information. The teacher presented a description about Whitney Houston: her name, birth date and place, kind of music that she performed, famous songs and reasons why she was internationally recognized. The students were asked to compose a similar description on another famous person.

This material was pertinent since it was related to the topic and main objective of the class. Furthermore, the material was appropriate in relation to the students’ level, age and understanding because they were able to describe the people easily and were very motivated to write about his/her favorite musician.

Similarly, the quality of this supplementary material was excellent because they were big posters that caught the students’ attention with strong colors.

Word Cards

This material was presented in the fourth class. The topic of this class was “Drugs and how to fight against them”. The purpose of this class was to describe the different kinds of drugs as well as their effects and dangers. Firstly, the teacher gave each student a card with the name of a drug. The students had to join the cards in order

to from coherent and complete phrases which were stated in the book.

The material was pertinent because it directly related to the content of the class. In fact, this material allowed the introduction of the topic of this class. Alike, it accomplished the main objective of this class.

Besides, this material was suitable for the students' level and understanding since they were able to form the sentences quickly as well as comprehended the vocabulary in an easy way. Thus, it can be stated that this material was appropriate.

Finally, it was elaborated with creativity since each word had a different color. In spite of the cards were elaborated by hand, their quality and design was very good. The letters were big and clearly written so as students could appreciate them in an effective way.

White Board

This visual material was used in all the five classes. In the first class it was used to introduce the topic "Musical Instruments" whose main objective was to identify and classify musical instruments.

Different images related to instruments were adhered on the board so as students could identify them clearly. Then, the teacher wrote the name of each instrument next to its image. After that, she drew a classification chart through which the different instruments were divided into the following categories: wind, string, keyboard, and

percussion instruments. The students could add further instruments to each category and write them on the board.

The use of the white board was pertinent since students could make use of it adequately by adding further musical instruments. Moreover, the information presented on the board was strongly related to the topic of the class. On the other hand, this material helped the teacher to achieve the objective that aimed at identifying and classifying musical instruments.

Of course, the use of the white board made the topic more comprehensible since students could see directly the instruments in front of them. Furthermore, the students' participation was very active since they provided many examples on the board. It showed clearly that the use of this material was appropriate during this class.

Concerning the second class, whose topic was "Favorite Musician", the objective was to know how to describe people using their personal information. In this occasion, the use of the white board was also important since the teacher used it to draw a chart in order to organize the information related to famous singers.

This material was used pertinently for the reason that it facilitated the teacher's explanation on the aspects considered to make the composition about the famous person. Thus, the material contributed to reach the proposed objective for this class.

The use of the white board was also appropriate according the students' level and understanding since they were able to write the

requested composition based on the chart provided by the teacher on the board.

In the third class, the topic was “Imagine” whose main purpose was to develop students’ listening skills. First, the teacher drew a *Parachute* on the board in order to make students guess the topic of this class. This kind of game was similar to the *Hangman*. The students had to guess one letter at a time to form the word. After some minutes, one student was finally able to identify the word. Indeed, this kind of games carried out on the board promotes an enthusiastic environment in the classroom.

Unquestionably, what teachers have to do when working with adolescents is what Schreiner (2010) states, “Be creative, and try to add the element of emotion to lessons whenever possible.”

In this case, the use of the board was pertinent because it was utilized to check the students’ answers on the song “Imagine” which was already listened. Consequently, this visual aid was used in relation to the topic and the objective of the class.

On the other hand, the active participation of the students was notable. They really felt motivated to use the board in order to check their answers. Likewise, if it was necessary, the students could correct any made mistake on the board. As students were able to develop this task easily, it can be stated that this material was used in relation to students’ level and understanding, hence, it was appropriate.

In the fourth class, the topic was “Drugs and how to fight against them”. The purpose of this class was to describe the different kinds of drugs as well as their effects and dangers. During this class the students adhered on the board some word cards related to the names of some drugs. The purpose of adhering them was to form complete sentences by joining the cards from all the students.

Through the use of the white board, it was possible to carry out this motivating activity which also dealt with the topic and objective of this class. Hence, it could be stated that the use of the white board was pertinent.

On the other hand, this visual aid was used appropriately taking into account the students’ level, age and understanding. It was noticeable because the students were able to perform this activity without difficulty. On the contrary, they were very motivated to participate.

During the class number five, the white board was used once again. In this occasion, the topic was “How to Keep Fit?” whose purpose was to describe the human body as well as healthy habits. To begin, the teacher drew a chart on the board in order to explain the types of healthy activities and food.

This material was used pertinently because it dealt with the topic and objective of the class. Through the white board, it was possible to present information about healthy habits that our body requires.

As the chart drawn on the board was well elaborated and illustrated, it was very understandable for students. This fact revealed that this visual aid was used appropriately according to students' level and understanding.

Finally, in this year, the white board was in good condition giving the students the opportunity to observe clearly the information presented on it. In addition, the teacher used at least 4 different colors of markers: blue, black, green and red. In this case the charts drawn by the teacher to exemplify the classes were very colorful. Similarly, the information was well organized and distributed along the board.

Songs

This audio material was used during the third class whose topic was "Imagine". Its main purpose was to develop students' listening skills. To accomplish this goal, the song "Imagine" performed by John Lennon was played three or four times in order to develop all the required activities in the book.

This song was directly related to the activities for this class. By completing the required task, students were developing their listening skill which means that this material was pertinently used.

Certainly, the fact of using songs plays a powerful role when teaching English. It was evident since this song awakened the students' interest on the topic as well as activated their participation in a great way. Since the rhythm of this song was not fast, the students were

able to sing it. The students felt very enthusiastic with this song. For the reasons mentioned before, it can be stated that this material was appropriate in relation to the students' level, age and understanding.

In addition, the quality of the audio as well as the song itself was good and it was played in a high volume so that everyone could listen to it.

Learning Styles

After all the classes were observed in the 3rd year of senior high school, it is worth mentioning that, the teacher considered the variety of learners. For that reason, she used a diversity of supplementary materials in order to supply the needs of the different students' learning styles which also help to learn in a meaningful way.

Hence, she used visual supplementary materials, such as flashcards, handouts, posters, word cards and white board. These materials aimed at retaining the attention of visual learners. The teacher also used songs to promote a better participation from the aural learners.

Furthermore, it is important to highlight that all the materials used during the observed classes in this year accomplished the proposed goals. This fact corroborates what Weller (2005) argued in that it should be better if the activities include a goal for students to reach. The students usually feel motivated when they find that those goals are useful for them.

Private High School

Fifteen EFL classes were observed in the 1st, 2nd and 3rd years in the Private high school. During these classes it could be observed the use of following supplementary materials: handouts, white board and videos.

1st Year

Handouts

This kind of supplementary material was used in the first and fourth classes. Regarding the first class, the topic was “Can you give me your opinion?”. The objective of this class was to differentiate the modal *can* from the modal *could*. For this purpose, the students were given handouts which contained a reading passage to practice grammar on these modal verbs. Once students read the entire passage, they were required to answer some questions about it.

This material was very suitable to practice on these modal verbs since it related directly to the topic. However, it was not pertinent since did not help to reach the objective of this class. According to what I observed, I could visualize that students did not show interest on the class, so that, most of them did not develop the required task.

Although the content of the handouts was clear and understandable, the material was not appropriately used in relation to student level and age. In my opinion, these kinds of students required the use of more motivating materials.

Nonetheless, the quality of the material was good. Even though the handouts were copies, they were clear, neat and easily visible to the students.

In the fourth class, handouts were also distributed to the students. In this occasion, the topic of the class was “The human body” whose objective was to describe the location of the human body parts. First, the teacher distributed a handout to each student containing a list with the parts of the body and a figure of the human body. Then, the students were asked to “label” the figure with the corresponding part of the body.

It can be stated that the material was related to the topic and objective of the class; in this sense the material would be pertinent. However, at the time that some students performed the activity, others did different activities and made much noise which decentralized the class in general. Hence, many students did not perform the activity correctly or did not complete it at all. Therefore, taking into consideration these aspects, it can be stated that the material was not used pertinently since the objective of this class was not totally reached.

Furthermore, even though the used material was easy to use, it was not appropriate since it did not motivate them to participate in this activity. On the contrary, the handouts in some cases were used to be stained but not to be worked.

Despite of these negative aspects, this material had a good quality, being clear in both the image as well as the letters. The information presented on it was also well organized.

White Board

This material was utilized in the class number one, two and three. Regarding the class number one, the topic was “Can you give me your opinion?”. The objective of this class was to differentiate the modal *can* from the modal *could*. In this case, the board was used to explain the topic of the class, writing examples concerning the modal verbs. The board was also used to identify unknown or new words from the reading passage which the students were given previously.

This visual aid was pertinent in the sense that the information described on it was closely related to the topic and the objective of the class. However, this information was not helpful for the students who were focused on different activities. Of course, it did not occur with all students but with most of them.

Furthermore, the material was not used appropriately since it did not awake students’ interest on the topic as well as in the subject. Thus, it was not used in relation to students’ level.

The topic of the second class was “Opinions (I think, I don’t think)”. The objective was to learn new vocabulary, expressions and words. The use of the white board was not pertinent since it did not collaborate to accomplish the proposed objective.

Certainly, in this case the use of the board was not an effective tool for students learn new vocabulary since the written words were not legible and easily comprehensible to the students. Furthermore, the words and phrases were written very close to each other and the teacher utilized just one color of marker. This fact resulted in that students felt unmotivated to learn vocabulary.

Moreover, this material was not used in an appropriate way because the students were not interested in what was written on the board, this material did not motivate them in class. It is important to mention that in this class I had the opportunity to talk with some of the students and they expressed me that did not understand the English classes in general and that the teacher's way of explaining was "boring" for them.

Regarding the third class, its topic was "The future with *WILL*" whose purpose was to learn the appropriate use of this future form. In this class the white board was used to explain this topic by writing several examples on it. However, it can be stated that this material was not pertinently used for the reason that the teacher wrote examples not only on the use of *will* but also on the use of *be going to* which resulted confusing for the students. In consequence, the objective of this class was not accomplished at all.

On the other hand, this visual material did not motivate students to learn since the examples written on it were not comprehensible, even grammatically speaking. Furthermore, the

teacher did not require the participation from the students. In my opinion, this is one reason why students did not show interest in these classes. As a result, the material was not used appropriately.

Videos

This audiovisual material was used in the fifth class. The topic of the class was “Review of the modal *could* and the future form *will*”. The objective was to review the last classes as the students developed their listening skills. In this class, the students were directed to the audiovisual room where it was presented a video performed by the Abba group. The title of the video was “Mama Mia”. This was a kind of karaoke where the song lyrics were shown.

It is worth mentioning that the material itself was pertinent since the song lyrics were related to the topic and were useful to reach the objective of the class. However, a negative aspect was that more than focusing on the grammatical structures, the students focused on the video itself. This fact deflected the students’ attention from the topic.

Furthermore, it was perceptible that the students felt more motivated with this material than with the ones used before. Although some students continued showing lack of interest in the class, most of them asked questions about the content of the video and the meaning of the song lyrics. This fact showed that in this class the material was appropriate for the students’ age and understanding.

Finally, the quality of this audiovisual material was good. The sound as well as the image of the video was very clear. Moreover, it was played high enough, so that, the whole class was able to listen to it. This material caught the students' attention in a great way.

Learning Styles

During these five observed classes, it could be noticed that the teacher did not take into consideration the students' learning styles. Based on their behavior, it could be perceived that most of the students from this year were visual, audio and kinesthetic learners. However, the teacher did not use motivating materials in order to supply those learning style needs.

However, in the fifth class, it was observed that students participated in a better way since an audiovisual material was used.

For that reason, it is very important that teachers take into account what Weller (2005) argued in that it is always important to keep a good atmosphere in the classroom to keep the students attention. For instance, the teacher could use visual aids or incentives such as privileges or praises. Furthermore, the activities that students perform in class have to be meaningful for them.

2nd Year

Handouts

This visual material was used in the second and fourth class. Concerning the second class, the topic was "The auxiliary *WILL*" and its objective was to practice on the use of this auxiliary. At the

beginning of the class, the teacher gave to each student a handout with exercises to develop about the use of *will*. She monitored the students work and assisted them when it was necessary. In this case, the material was pertinent because it was related to the topic and the objective of the class. In fact, it helped the students to reinforce what had been already taught.

On the other hand, this material was not used appropriately according to students' level and understanding since the students were not able to complete some activities from the handout. Other students asked for additional explanation on the topic. Therefore, the use of this material was not motivating for the students.

In the fourth class, the topic was "Revision of verbs" whose purpose was to practice irregular and irregular verbs. For this purpose, the students were given handouts with a list of verbs in which the students were asked to write their simple past form as well as their past participle. This material was related to the topic and objective of the class. Thus, it was considered as pertinent.

However, it was not appropriately used because it was not considered the students' level and understanding. In fact, some students did not understand what *past participle* meant. Other students felt frustrated when they realized that were not able to complete all the list of verbs. In consequence, they began to talk each other creating a disordered environment in the class.

Lastly, the handouts were clear copies in good condition.

White Board

This visual aid was utilized in the first, third and fifth class. In the first class, the topic was “Write the verbs”. The objective was to practice verb writing. The white board was used by the teacher only to write the verbs that students had to repeat in their notebooks.

Thus, the verbs written on the board were a total of fifteen which students had to repeat twice. Although the material was used in relation to the topic of the class, it was not pertinent since was not used for the students practicing. The fact that the verbs were written on the board did not mean that students practiced them.

On the other hand, this material was not used appropriately since students did not work making use of the board but of their notebooks. Furthermore, some verbs written on the board resulted difficult to understand for some students. In consequence, this material was not used in order to awake the students’ interest in the topic. In fact, some students expressed that this activity was very repetitive and for that reason did not have purpose for them.

In the third class the white board was used to introduce the topic “The future with *be going to*”. The objective was to learn how to ask WH-questions with *be going to*. The teacher wrote some examples related to this topic on the white board such as “Where are you going to go for this holiday?”, “What are you going to do tomorrow?”. Of course, the material was pertinent because its use was related to the topic; however, the examples written on the board did not help

students to learn how to ask WH-questions since they did not practice on the topic.

Certainly, it seemed that the examples given on the board were not enough for students to comprehend the topic well, because they indeed expressed it to the teacher. As a result, the teacher began to explain part of the topic in Spanish. In this case the material was not used according to students' level and understanding, so that, it was not appropriately used.

Regarding the class number five, the topic was "Adjectives". The objective of the class was using adjectives to describe people, animals or things. First, the teacher used the white board to give examples of adjectives and asked the students to copy them on their notebooks. She explained the topic by making sentences using the adjectives written before. After explaining some sentences, she asked students to write their own examples on their notebook and then they were asked to write those examples on the board.

The use of this material was pertinent in this case since it was related to the topic and main objective of the class. Furthermore, the students were given a dictionary to help them to write their own examples.

On the other hand, even though material was used appropriately in relation the students' level and understanding, the students were not motivated to write their examples on the board. In, fact they were conditioned by the teacher to participate in class.

Finally, the quality of this material was good in all the classes. The white board was clean and big enough for all the class to observe it without difficulty. Nevertheless, the teacher handwriting was small so that the students from the bottom of the class could not see the information presented on it easily.

Learning Styles

It could be observed that the materials used by the teacher did not supply the students learning styles. The most important reason why it is stated is that it was visible that they were not motivated to participate and in most cases their attention was deflected from the topic.

The teacher used only one visual supplementary material: handouts. However, this material was not enough to awake the students' interest on the topic or to motivate them to participate in class. In my opinion most of these students seemed to belong to the kinesthetic, visual, aural or audiovisual. Perhaps, more effective tools for them would be songs, videos, flashcards, pictures or word cards.

3rd Year

Handouts

This visual aid was used in the second as well as in the fifth class. The topic of the second class was "Comparatives". The objective was to practice comparatives. For this class, the students were given handouts to develop exercises on this topic. The students were divided into groups to perform this activity.

The material was pertinent because it was related to the topic and the objective of the class. Indeed, the handouts focused mainly on grammar structures related to comparatives. The material contained activities such as completion of sentences and conversations and fill in the blanks.

However, it was not appropriate since students were not motivated to perform the required task. Most students were talking each other or browsing on Internet in their laptops.

In the fifth class, the topic was “Kinds of Music”. The objective was to learn new vocabulary. For this purpose, the teacher used handouts which were distributed to all the students. This material contained a reading passage well as images that exemplified the different kinds of music. The students were asked to read the passage first, then, they had to answer to some questions provided below.

This material was pertinent since students could practice new vocabulary through reading the passage. In fact, the teacher gave them a dictionary in order to search any unknown word. The theme of the passage was also related to the topic of the class.

Nevertheless, the students did not demonstrate interest in answering the questions provided below the passage. They told the teacher that the passage was very difficult to understand. It took too much time for them reading the passage and answering it. In consequence, it can be stated that this material was not used

appropriately because it was not considered the students' level and understanding.

In relation to the quality of this material, it was good in both classes. The handouts were copies in good condition.

White Board

This kind of visual supplementary material was used in class number one, three, four and five. Regarding the first class, the topic was "The modal *should*" whose objective was practicing on this modal. The teacher wrote three sentences using *should* as examples for students. Then, she asked the students to write twenty affirmative statements, twenty negative statements and twenty interrogatives using this modal auxiliary.

In this case the board was not used pertinently since it did not help students to practice on this topic.

On the other hand, the board was not used to motivate students write examples because they were asked to write examples in their notebooks. This fact resulting in that students lost the interest on the topic, in consequence, they began to walk around the classroom copying the examples from their classmates.

In the third class, the topic was "Revision of verbs", the objective was to practice regular and irregular verbs. In this case, the use of the white board was pertinent since the teacher asked the students to write verbs on the board, then pronounce it and say its

meaning in Spanish. In fact, it was a kind of oral lesson. Indeed, the use of this material was related to the topic and objective of the class.

Furthermore, the students were motivated to participate since they were told that their participation would be graded. In this case it cannot be stated that the material itself motivated the students. Thus, it was not used appropriately.

The topic of the fourth class was “Units of measurement”. The objective was to associate each unit of measurement with its corresponding noun. In this case, students were required to write examples using the units studied such as “a loaf”, “a head”, “a bag”, etc.

The use of this material was pertinent since it was related to the topic and objective of the class. Nonetheless, it could be noticed that there were some grammatical mistakes regarding uncountable nouns made by the students but that were not corrected by the teacher.

Furthermore, this material was not used appropriately since students got very confused with some units of measurement. Furthermore, while one student was writing on the board, the rest of the class was distracted, talking to each other or performing other activities. Definitely, the use of the board did not catch the students’ attention in this case.

Regarding the fifth class, its topic was “Kinds of Music”. The objective was to learn new vocabulary. In this class, the white board

was used in order to verify the answers previously done by the students regarding a reading passage that was given to them.

The use of this material was pertinent since it was related to the topic and objective of the class. In addition, the new words found during the reading were written on the board for students to copy in their notebooks.

Besides, in this part of the class the students felt motivated to participate since the teacher told them that she would grade their contribution in class. However, as in the previous classes, the students did not feel motivated by the material itself. So it was not used appropriately.

Finally, the quality of this visual aid was good in all the observed classes. It was clean and big enough. Nevertheless, the teacher's handwriting was not very clear. Furthermore, in general she only used one color of marker. And most of times, the information provided on the board was not well organized.

Learning Styles

In all the five observed classes in the 3rd year of senior high schools, it could be noticed that the teacher make use of the white board mostly. This material did not satisfy the students' needs in relation to their learning styles. Although she also used handouts, this material was not enough motivating for the students. In short, it is not being considered the different learning styles for the different

kinds of learners in this year. In consequence, the learning was not productive.

Certainly, each person has different abilities and aptitudes to learn. According to Putintseva (2006), there are different kinds of learning styles depending on the learner ability and based on the multiple intelligences, a model proposed by Gardner. For that reason, Putintseva (2006), suggest, “(...) to consider not just one, but varieties of approaches to learning styles and select the most appropriate from both objective and personal perspectives.”

In conclusion, it is evident that the fact of taking into account the learning styles is a decisive factor when designing a method, approach or activity for students to perform in class. In consequence, as it is already known that students do not learn from the same perspective, it is important that teachers pay attention to the abilities of each of their students to find ways to conduct their classes using methods to which everyone is able to respond.

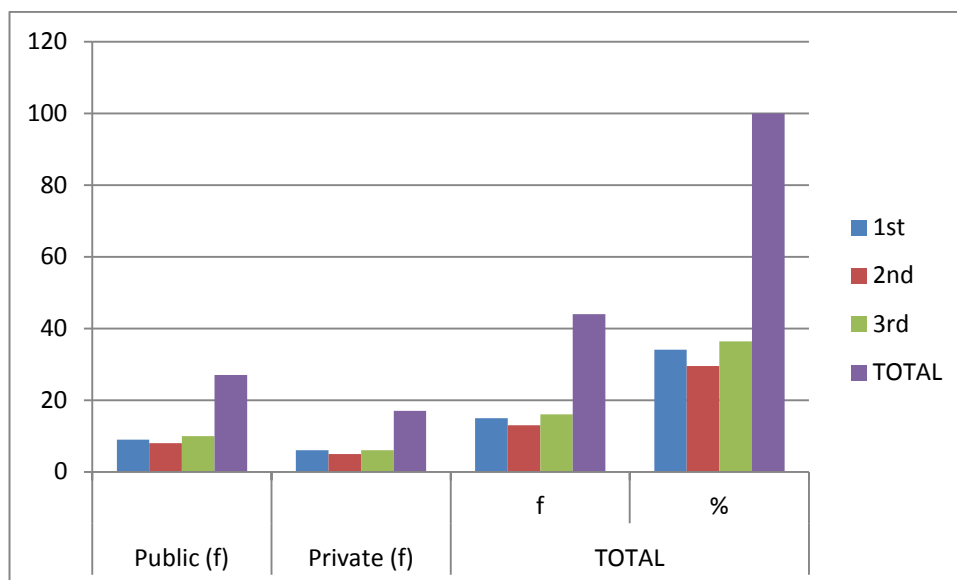
Quantitative Analysis

The supplementary materials considered for this research were a total of 18; however, the ones used during the observations were a total of 9 being the following: *flash cards, pictures, handouts, posters, word cards, white board, songs, objects, videos.*

In consequence, a quantitative analysis will be done in order to compare the frequency of use of these materials in both the public and the private high school as well as in the different observed years (1st, 2nd, and 3rd years of senior high school) in each educational institution. These are the results found:

First of all, it will be analyzed the results obtained in both high schools. Regarding the public high school, during the five observations in each year it was found that the supplementary material was used twenty seven times: in the 1st year 9 times, in the 2nd year 8 times and in the 3rd year 10 times.

On the other hand, in the private high school it was found that the supplementary material was used seventeen times: in the 1st year 6 times, in the 2nd year 5 times and in the 3rd year 6 times. Thus, in both high schools the supplementary material was used as follows: 15 times in the 1st year which represents a percentage of 34.09 %, 13 times in the 2nd year with a percentage of 29.55% and 16 times in the 3rd year with a percentage of 36.36%. According to this, the frequency of the used material in both high schools is presented in the following bar chart:

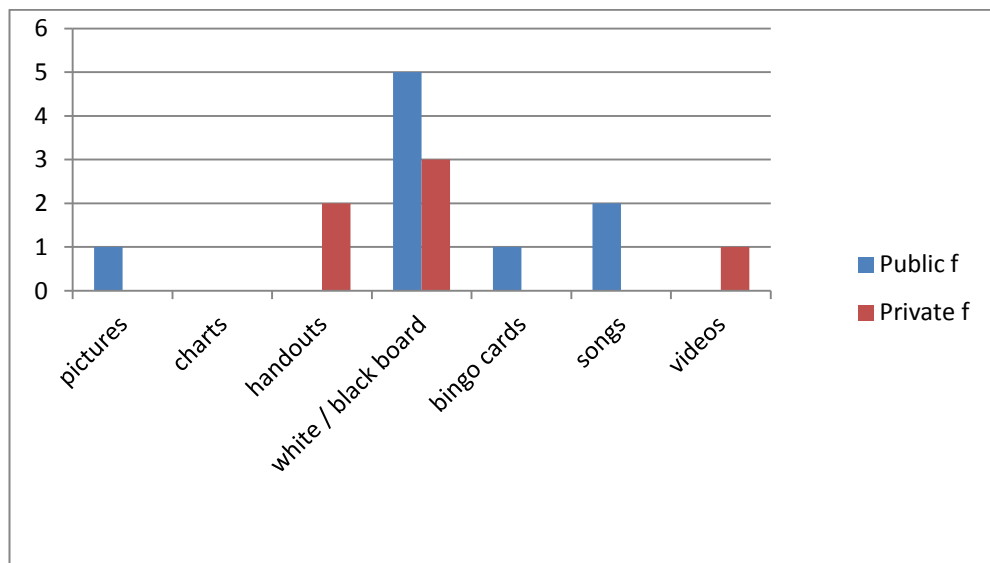


Regarding the frequency of use of the supplementary material in each one of the years in the public and private high school, an analysis is detailed below.

Considering the supplementary materials used in the 1st year from both high schools we will detail the frequency of their use as follows: pictures were used 1 time in the public high school whereas in the private high school they were not used. Handouts were not used in the public high school, on the contrary, in the private high school they were used 2 times. Concerning the white board, it was used 5 times in the public high school and 3 times in the private high school. As an extra material, it was found that bingo cards were used in the public high school, Alike, songs were used 2 times in the public high school, but they were not used in the private one. Finally, videos were used 1 time in the private high school, but not in the public one.

In conclusion, it was found that supplementary materials were mostly used in the public high school in a total of 9 times whereas in the private high school they were used 6 times. The most frequent material used in the first years was the white board.

According to this, the frequency of the used material in the 1st year from both high schools is presented in the following bar chart:

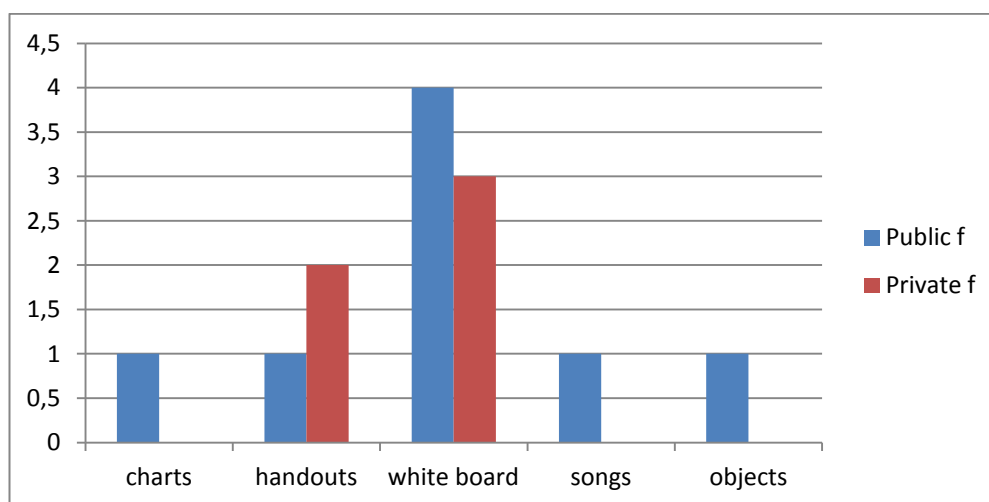


Considering the supplementary materials used in the 2nd year from both high schools we will detail the frequency of their use as follows: handouts were used 2 times in the public high school and 2 times in the private one. Concerning the white board, it was used 4 times in the public high school and 3 times in the private one. On the other hand, songs were used 1 time in the public high school, but they were not used in the private one.

Finally, objects were used 1 time in the public high school, not being the case of the private high school.

In conclusion, it was found that supplementary materials were mostly used in the public high school in a total of 8 times whereas in the private high school they were used 5 times. The most frequent material used in the second years was the white board.

According to this, the frequency of the used material in the 2nd year from both high schools is presented in the following bar chart:

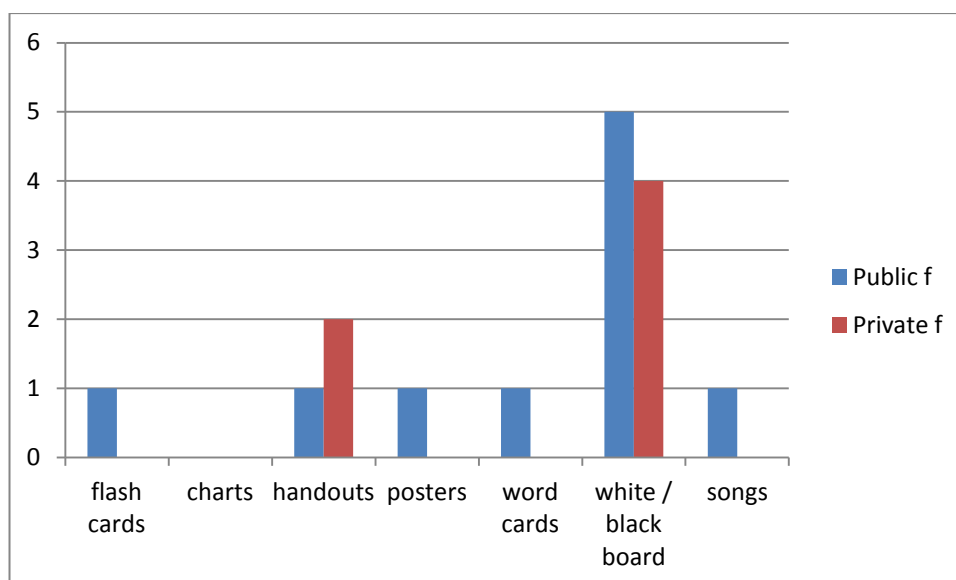


Concerning the supplementary materials used in the 3rd year from both high schools it will be detailed the frequency of their use as follows: flash cards were used 1 time in the public high school, but they were not used in the private one. Handouts were used 1 time in the public high school and two times in the private one. Besides, posters were used 1 time in the public high school; on the contrary, they were not used in the private high school. Regarding word cards, they were used only in the private high school 1 time. On the other hand, the white board was used in a total of 5 times in the public

high school and 4 times in the private one. Finally, songs were used 1 time in the public high school.

In conclusion, it was found that supplementary materials were mostly used in the public high school in a total of 10 times whereas in the private high school they were used 6 times. The most frequent material used in the third years was the white board.

According to this, the frequency of the used material in the 3rd year from both high schools is presented in the following bar chart:



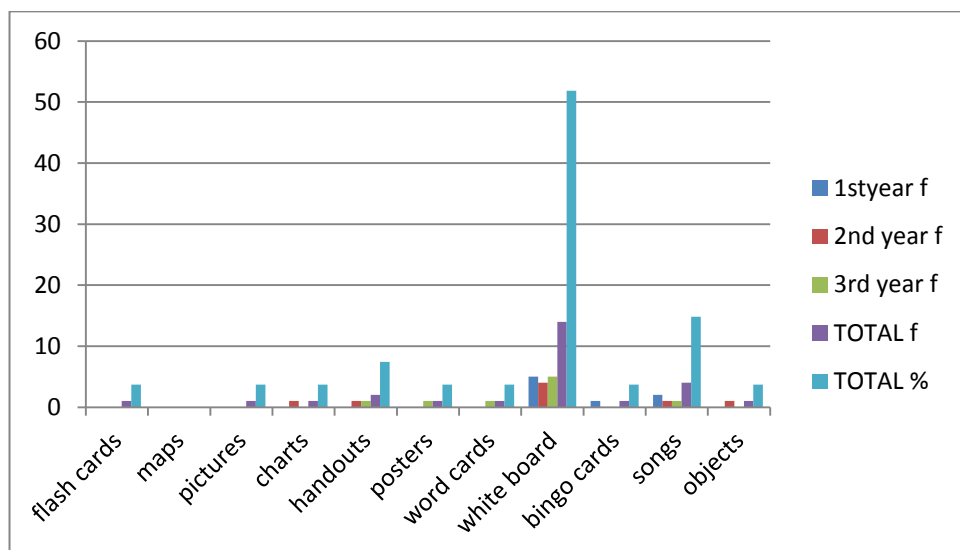
Regarding the most frequently supplementary materials used in the public high school in the three years, the following analysis is given:

In respect of the use of flash cards, it was found that it was used 1 time in the 3rd year. Alike, pictures were used 1 time in the 1st year. Charts were used 1 time in the second year. Concerning handouts, they were used 1 time in the second year and 1 time in the

third year. On the other hand, posters were used 1 time in the 3rd year as well as word cards were used 1 time in the same year. Regarding the white board, it was used 5 times in the first year, 4 times in the second year and 5 times in the 3rd year. As an extra material it was found the use of bingo cards, 1 time in the 1st year. Likewise, songs were used 2 times in the 1st year, 1 time in the 2nd year and 1 time in the 3rd year. Lastly, it was found that objects were used 1 time in the second year.

In conclusion, it was found that supplementary materials were mostly used in the 3rd year in a total of 10 times whereas in the 1st year they were used 9 times and in the 2nd year they were used 8 times. The most frequent material used in the three years in the public high school was the white board with a percentage of 51.85% over the total.

According to this, the frequency of the used material in the public high school is presented in the following bar chart:

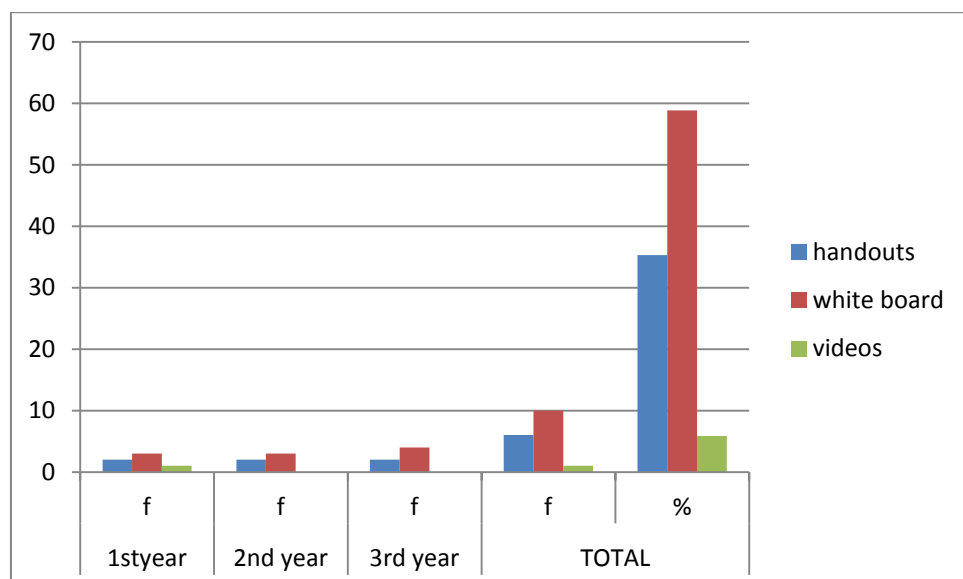


Regarding the most frequently supplementary materials used in the private high school in the three years, we have the following analysis:

In respect of the use of handouts, it was found that they were used 2 times in each year. On the other hand, the white board was used 3 times in the 1st year, 3 times in the 2nd year and 4 times in the 3rd year. Finally, videos were used 1 time in the 1st year.

In conclusion, it was found that supplementary materials were equally used in the 1st year and the 3rd year with a total of 6 times in each. However, in the 2nd year, the supplementary materials were used 5 times. The most frequent material used in the three years in the private high school was the white board with a percentage of 58.82% over the total.

According to this, the frequency of the used material in the private high school is presented in the following bar chart:



Certainly, the field research gave a solid base in order to achieve the objective proposed at the very beginning of this investigation which was to determine, analyze and compare supporting materials used in EFL public and private high schools.

During the field research instruments were used to collect data such as direct observation, surveys and interviews. These instruments helped me as the researcher of this investigation to find and confirm that supplementary materials are mostly used in the public high school, where teachers use them in an appropriate, pertinent and qualified way.

In my opinion the use of supplementary materials is more frequent in the public high school due to the fact that its teachers are more experienced in the field of teaching and know more about effective class instruction. On the contrary, I could observe the opposite in the public high school where teachers showed lack of experience on the methods as well as the approaches to make an effective and motivating class environment.

In conclusion, the results verified that the use of supplementary materials is indeed imperative in the teaching of English as a foreign language for a class to be more motivating and interesting. This research showed that choosing the correct material for each class and using it adequately is definitely the most important aspect for a successful class.

Conclusions

- The whiteboard is the most used supplementary material in both high schools: public and private ones.
- Supplementary materials are mostly used by teachers from the public high school than by teachers from the private one.
- The supplementary materials never used in both high schools are: Power Point Presentations, Maps, Documentaries, Movies, Stories and Web sites.
- The materials chosen by the teachers from the public high school were pertinent in relation to the content and objective of the class. They related closely to topic being taught.
- Teachers from the public high school took into account materials that supplied the needs of the different learning styles among their students.
- In the private high school, it was evident the lack of use of supplementary materials. Hence, the students were not motivated and got easily distracted while the teacher explained the class.

Recommendations

- Teachers should be trained on how to create a pertinent, appropriate and qualified supplementary material, in order to support EFL classes in more effective way.
- While it is true, teachers use pertinent material that is related to the topic and objective, some of them do not take into consideration whether the supplementary material is suitable or not for students needs and circumstances. For that reason, teachers must use supplementary materials that are more appropriate to the students´ level, age and understanding.
- Teachers should be trained on Learning Styles. It is visible the lack of knowledge that some teachers have regarding this topic. In consequence, their students do not feel interested in the class, and much less in the English subject.

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ANNEXES

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

Variable	Indicators	Yes	No
Visual	flash cards		
	power point presentations		
	maps		
	pictures		
	charts		
	handouts		
	posters		
	word cards		
	white / black board		
	bingo cards		
Audio	songs		
	dialogues		
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		

Author:

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

Chart Two: Type of supplementary material used in the Private High School

Variable	Indicators	Yes	No
Visual	flash cards		
	power point presentations		
	maps		
	pictures		
	charts		
	handouts		
	posters		
	word cards		
	white / black board		
Audio	songs		
	dialogues		
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		

Author:

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

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th 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										
	bingo cards										
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author:

Source: 1st year

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

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

Author:

Source: 2nd year

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

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

Author:

Source: 3rd year

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

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

Author:

Source: 1st year

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

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

Author:

Source: 2nd year

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

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

Author:

Source: 3rd year

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

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

Author:

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

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

Author:

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

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

Author:

Chart Twelve: Frequency of use of supplementary material

Years	Public (f)	Private (f)	TOTAL	
			F	%
1 st				
2 nd				
3 rd				
TOTAL				

Author:

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	word cards					
	white / black board					
	bingo cards					
Audio	songs					
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					
TOTAL						

Author:

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	word cards					
	white / black board					
Audio	songs					
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					
TOTAL						

Author: