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**The Use of Supplementary Materials in EFL classes: A
comparative analysis of public and private High School**

Trabajo fin de titulación

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The thoughts, ideas, opinions and the information obtained through this research are the only responsibility of the author.

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DEDICATION

My dedication and devotions is for my whole family, may parents, my son and my husband whose patient, support, motivation and permanent encouragement have been the basic pillars upon which I based my spirit, enthusiasm and work, day after day.

Maria Jose Aguilar

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To the Universidad Tecnica Particular de Loja, learning house of many professionals which year after year, for over 30 years, has supplied Ecuadorian society with high standard quality college education ethical and human values.

To Lord above all. Endless and permanent guiding light in my life pathway every after.

To each member of my family who minute by minute support me in the hard times, care after me, share my merry times, and preach me with love in mistaken times.

Maria Jose

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ABSTRACT

The use of supplementary materials in ELF classes: a comparative analysis of public and private high schools is the present study investigated. The main goal of the research is to find out whether or not teachers use supplementary materials, and if they are used how pertinent, appropriate, and qualified those materials are. This research took place in a private and a public high school; both are located in rural area of the Metropolitan District of Quito, Ecuador.

The sample of one hundred and fifty four students in 1st, 2nd and 3rd of high school of both schools. The data collection was obtained by note-taking, observation formats and surveys.

The principal methods to analyze the data after classes' observation were Quantitative approach and Qualitative approach.

The result shows that the use of supplementary materials was different in frequency and variety in both schools. The use of supplementary material in public high school was the white board in contrast to private high school that uses handouts, pictures or stories. Generally, the used of them were pertinent, appropriate and were of good quality.

Introduction

The different skills, strategies, methods and theories of TEFL (Teaching English as a Foreign Language) have been a major concern for pedagogists and teachers, for this reason “The use of supplementary material in EFL class ” had as its main purposes: to identify and analyze the type of supporting materials used in EFL public and private high schools; to describe and analyze each one of supplementary materials used in EFL classrooms in terms of pertinence, appropriateness, and quality; to determine the variety of supplementary material used in the observed public and private high schools; and, to identify the most frequently used material in each one of the observed high schools.

Previous studies in relation to the present this topic has been carried out before. One of them was named “Teaching EFL to the iGeneration: A Survey of Using YouTube as Supplementary Material” developed by Kelsen (2009), with College EFL Students in Taiwan. Its objective was to look into the use of YouTube in an EFL situation by surveying students’ attitudes towards using YouTube to study English.

The result of this study concluded that few students revisited the web sites used in class to study English in their own time. Here it may be worthy to note that engagement does not necessarily equate to motivation, such that while these students found YouTube engaging in class, there was little spillover leading to motivation to study English via YouTube video clips outside class.

Kelsen started with two limitations; the first one was that the questionnaires were only written in English. The second one was that the self-reported nature of the survey may have led to students overstating their answers as the course teacher

managed the questionnaires. On the other hand, the sample size was relatively small specially for female students. Finally, all of the participants came from the same level grade (sophomores) which means that the results cannot be applied to the general student's population.

The next study made by Ilter B. (2009) the "Effect of technology on motivation in EFL classrooms" focused on learning if technology was a good motivator in EFL classes, with a group of 350 students in Akdeniz University, Turkey. Ilter claimed that in this investigation there were not any limitations

This investigation found that the use of technology in EFL classrooms provides meaningful and interesting process in language learning and students can be more motivated with this kind of devices and tools.

The last study made by Arikan and Turaf (2010) about Contextualizing young learners' English lessons with cartoons with a private school in Turkey: Focus on grammar and vocabulary", analyzed that using authentic animated cartoons in language teaching is effective. Through a quantitative study based upon a pre and post-test design, a comparison between instruction based essentially on traditional grammar and vocabulary teaching and one that made use of authentic animated cartoons was performed. The control group followed a traditional grammar-based syllabus and experimental group watched and made use of 'The Simpsons' as classroom material. The teacher used the strategy of "pausing and replaying" by asking students questions related to the scene watched and she also used some PowerPoint presentations including some images captured from the episode. In the result, there was a significant difference between the scores of the experimental group and the control group and the conclusion was that authentic animated cartoons

are effective in language teaching because they offer an invaluable way of contextualizing and introducing authentic language by providing audio-visual input. For this reason, Arikan and Turaf do not point out limitations in the study.

Ultimately, this research will benefit The Universidad Técnica Particular de Loja, the student who carried it out, trainee and long-experienced teachers, and the public and private schools themselves due to the fact that it is aimed to awake the interest on renewing, refreshing and turning the teaching-learning process into a vivid, meaningful and more motivational experience. For the public and private schools, the feedback received is intended to improve the TEFL processes as well as students and teacher's motivation

Some methodological limitations found along the development of this project were: a) the little time given to carry out the direct observations and surveys; b) the few number of class observations required; and, c) related to students' opinion about the material used in each class; their responses were influenced by their fear to the reaction of their teachers to the answers that they gave.

Method

The qualitative and quantitative approaches were used to carry out this project, and through them data collection provided enough information which was processed, analyzed, compared and described in detail. The first sample group consisted of high school students aged sixteen, seventeen and eighteen in the 1st, 2nd and 3rd courses in the private high school respectively. The school is located in the rural area of the Metropolitan District of Quito named Checa. They work with a morning schedule which starts at seven-thirty and ends at one-forty five. These students have Spanish as their first language as all of them are Ecuadorian and 90% of them come from middle-high-class families predominantly.

On the other hand, the second sample group of students in 1st, 2nd and 3rd courses in public high school in rural area of the Metropolitan District of Quito, Cumbaya. These learners study at night; the school schedule starts at six pm. and ends at ten pm. They're aged between 16 and 22 years old and faced different kinds of problems like having failed previous scholar years, being single mothers, gangs threatening nearby or in the school, and the fact that most of students working under full time schedules in the morning which ultimately affects their evening study time. They speak Spanish as their first language because all of them are Ecuadorian and they all come from predominately middle-low-or working class families which carry along negative aspects related to physical conditions due to poor dietary and hygienic conditions, fatigue and short resting time.

To develop this study, the theoretical information about the necessary topics and studies related to this research was collected. This information was used for the literature review.

The data collected for this study was based on reference sources such as: Teaching as a foreign language, learners differences among children, adolescent and adults, learners motivation, learning styles, teaching techniques for teaching adolescents, contexts for teaching English, supplementary materials and types of supplementary materials which were used to elaborate bibliographic information cards; and previous studies that were used to elaborate studies cards in order to know the theoretical support.

The general approach of this study was Quantitative which was focused on different variables such as: visual, audio, audiovisual, realia, and on-line-; and, the Qualitative approach which emphasized on the characteristics of pertinence, appropriateness, and quality of materials used in the classes.

In the first phase of the research, thirty classes were observed in each of the grades selected in both high schools. The qualitative data were collected through class observations, descriptive field notes, and reflective field notes for gathering information about activities, interactions, instructions and events that happened in the classrooms and that were related to the use of supplementary materials. During observations, the way the teacher used supplementary materials was carefully scrutinized; supplementary material used in the observed class was written on an observation sheet. Each of those sheets had their corresponding description format on which all the aspects of use were detailed each supplementary material along with their pertinence to the topic and to the objectives in each class. Details about appropriateness to students' age and level, and quality of the used materials were also described in the description sheet.

Then, one survey form was filled in by one student chosen randomly at the end of each observation in order to determine individual opinions about favorite materials and comprehension of the lesson class. Furthermore, surveys provided valuable information to evaluate the use of supplementary material in EFL classes.

Next, at the end of the observation class, the teacher also filled in one survey form in order to establish students' motivation, learning styles, preferences, importance and the frequency of use of the complementary materials.

The process of quantitative data tabulation required charts provided by Universidad Técnica Particular de Loja. Each chart contained indicators to register the daily use of different types of supplementary materials and other charts were used to register information about pertinence and appropriateness of the supplementary material. After registering the information in charts, they were used to fill other charts that indicate the frequency of use of supplementary material in public and private high school.

The second phase of the research consisted of the quantitative data which after the thirty observations were completed in each grade in both high schools, the results in fourteen charts were tabulated. The first and second chart was used to register the type of supplementary material used in the grades. The third, fourth, fifth, sixth, seventh and, eighth chart were used to register the pertinence and appropriateness of the supplementary materials used in each observed class; this information was obtained from the description sheets used in each observed class.

Charts nine, ten, eleven, twelve, thirteen and fourteen were collected by analyzing the frequency of use of the supporting materials –flash cards, power point presentation, maps, pictures, charts, handouts, posters, word cards, white/black

board, songs, dialogues, stories, tales, interactive material, videos, movies, documentaries, objects(toys, plants, fruits), and web-sites- for teaching English.

This procedure was repeated for each grade. The frequencies of use of each supplementary material were registered in the charts and the percentages of each frequency was calculated; this method was used to establish a connection between class observations and mathematical expressions to determine the frequency and variety of the supplementary materials used in the classes.

After that, charts were filled and the frequencies calculated, a qualitative and quantitative analysis of results was done. These methods were used to carry out the analysis of the samples and interpretation of the data. This collected data was next analyzed, described, compared and organized into statistical charts for better viewing and understanding.

Finally, the pertinence, appropriateness, and quality were identified and discussed for each supplementary material used in each individual class to complete the analysis, it was required to determine and compare the variety and frequency of supplementary materials used among public and private high school.

DISCUSSION

Literature Review

Why is the use of supplementary material in EFL classes important? The teaching of English as a foreign language and the use of supplementary material in EFL classes have become major topics in educational research due to the fact that English is actually regarded as a universal language around the world. The help of supplementary materials is essential in the process of teaching, for this reason, teachers need to select appropriate supplementary materials for a successful learning process.

According to Tomlinson (2011) supplementary material is “anything which is used to help language learners to learn”, and, nowadays we can also find material adaptation which consists on making changes in order to improve it or to make it more suitable for a particular type of learners. This adaptation can include reducing, adding, omitting, modifying or supplementing existing supplementary material.

Teaching English as a foreign language

English is an important tool for the academic, social, cultural, economical and scientific life of most people around the world. Therefore, nowadays learning English has turned to become a necessity due to a great deal of reason related to the aspects mentioned above. In relation to these reasons Gebhard (1996, p. 21) states, “There are people in EFL settings who want and need to learn English to communicate effectively with others, including those interested in traveling, living abroad, doing international business, and working.”

In addition, one of the most common reasons to learn English is to discover new cultures and relationships. Huebener (1969) states:

The objective for teaching a foreign language is to provide the student with an additional medium of communication, read and comprehend printed material, understand the everyday life of the foreign people, including customs, family life, work and play and typical reactions, also, appreciate the art, music, literature and science of the foreign people and their contributions to world civilization.

By analyzing what Huebener stated, we can assume that much of the TEFL (Teaching English as a Foreign Language) is heading to make students be able to scrutinize and understand English as a day-to-day means of effective communication. Moreover, there are additional academic necessities of learning English in a deeper sense when speaking about students within a CLICL system. This is an approach in which students acquire a second or foreign language whilst focusing on learning new, theoretical, academic or scientific knowledge or skills. For instance, this is the case of international students whose mother tongue is not English, but who are intending to study in an English-speaking country somewhere worldwide.

Learner Differences

Different aged people need specific learning methods and techniques according to their different competences, necessities and cognitive skills. Basically, there are three main learning groups by age; children, adolescents and adults. Each group has several well distinguished features. About the first group, Thomas. D (2011) observed:

Children are the first group of the foreign language learners, whose traits in the classroom are: shorter attention spans for learning material, so those class activities should be changing rapidly every five or ten minutes and should be fun and experience-based manner.

Expert also say that children class has to contain activities that involve role-play, games, songs and dances which motivate learners. Probably this is the reason why children learn so much faster than adults.

When teaching adolescents on the other hand, the teacher needs special care to work because they do not like techniques that expose them in public. Adolescents can cause discipline problems, and it is important that the class contains interesting activities with topics that catch attention affectively.

This group has different characteristics. They can be able to stay sitting and still for longer periods than children; they do not lose attention easily; they can achieve better and more complex grammar patterns; and, finally, they can be exposed to more complex and challenging communicational situations.

Furthermore, teenagers develop a rapid progress where they can make use of the language on a daily basis in social, personal, or academic interaction and they are more concerned about avoiding mistakes.

Finally, adults are the last group. They are able to sit and concentrate for longer periods of time which helps them to understand the language concepts easily. Adults can control their behavior in the classroom and know clearly social expectations for behavior. Cook (1991, p 81) states “They prefer a conventional formal style of teaching to think they are learning. Although these are not factors that affect learning

directly, adults learn better than children from the childish activities if the teacher can get them to participate.”

In spite of the fact that adults have a great life experience which allows teachers to cover real life contents, conversation classes are hard and difficult for them, because they are not likely to make public mistakes which might bring them down in exploring with the language.

Learners Motivation

Learning to communicate in another language takes a long time. It is one of the most challenging tasks that a person can perform, and it can easily become discouraging and boring. Motivation is one of the keys to successful language learning. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. Lile (2002) states, “The aim of motivation is to capture the student’s attention and curiosity and channel their energy toward learning”. The same author stated that there are two different kinds of motivation “intrinsic motivation is when the person wants to do something by him or herself, in this case about the learning process, he finds new material because it is interesting, and receives some kind of satisfaction.”

On the other hand, extrinsic motivation refers to an external factor or reason that students could have to learn. For example: one student wants to learn English because he wants to get a scholarship to study in a good college or university.

Some authors divide the motivation in both kinds mentioned above whereas other authors divide motivation into *integrative motivation* and *instrumental motivation*.

Cook (1991) for example, suggested that the integrative motivation refers to whether students identify with the target culture and people in some sense, or it turns them down. Instrumental motivation refers to the intentions of those students who learn a foreign language and have different reasons unrelated to its use by native speakers, such as being able to translate technical or academic information about specific areas. In spite of the focus given to motivation by different authors, it is important to distinguish that motivation is really important in any learning process.

Learning Styles

Learning styles are different approaches of ways of learning. About this Silver, Strong and Perini (1997) states “Learning styles refer to the ways how learners acquire information, evaluate it and then examine their findings; learning styles are applicable to all content areas and settings.” There are different types of learning styles. For this reason, it is very important for the teacher to plan a great variety of activities that have to be appropriate for students. Henriques E.R (1995) has portrayed the following characteristics of different learning styles.

Active learners for example, use information for discussing or explaining to others in groups, that’s how they best learn. On the other hand, reflective learners prefer working individually and process the information quietly by using lectures, which do not require physical effort. Sensitive learners are good at memorizing data or solving problems. They dislike surprises. Intuitive learners are just the opposite since they dislike repetition, memorization and routine calculations. They prefer discovering possibilities and relationships. Visual learners learn better by seeing, that’s why good use of visual aids such as pictures, diagrams, flow charts, posters, real demonstrations or so is vital for their comprehension. Verbal learners find that

processing information in summaries or outlines helps them learn better. Sequential learners are good at following logical steps in finding solutions and so, they learn. Global learners gather information in large chunks, and very often that information does not have connections. These learners are capable to solve issues quickly.

On the contrary, Hiemstra and Sisco (1990) have not divided learning styles into groups, but they have mentioned people's learning styles in general. One of the styles is people who learn forming a picture in their mind. Another people's style is for whom to touch and feel an object is a way to learn. Other people like to read about something first and then to try it out. Finally, people who prefer to work alone instead of in groups. All of them learn better with these different styles.

Being concluded and analyzed by psychologists, linguists, and professionals in pedagogy, it is primarily important for a teacher, instructor, or tutor to adapt his/her teaching style to his/her group's individualities, trying to promote effective motivational environments, appropriate techniques and strategies and the most important accurate and adequate basic and supplementary material for the daily teaching practice.

Teaching Techniques for Teaching Adolescents

There are some teaching techniques for teaching adolescents. Three of them are: scaffolding, the natural approach, and linguistic routines.

About scaffolding, Schreiner states:

Scaffolding is an effective technique that can be used to teach adolescents. Through the practice of scaffolding, teachers provide heavy support at the beginning and gradually withdraw this support as students develop the capacity to perform more

independent tasks. To scaffold effectively, teachers should make sure that their withdrawal of assistance is continuous and consistent.

The strategy consists of teaching new skills by engaging students collaboratively in tasks that would be too difficult for them to complete on their own. The teacher or instructor initially provides broad instructional support (scaffolding) to assist the students in building their understanding of new content. Once the students internalize the content, they assume full responsibility for controlling the progress of a given task. This technique provides students with individualized instruction, and is even effective with ADD students.

The Natural Approach is designed to develop basic communication skills into three development stages: (1) Comprehension (preproduction) in which the instructor creates or promotes activities designed to teach students to recognize the meaning of words used in meaningful contexts; (2) Early Production, when students begin using English language to give yes/no answers, one-word or short phrases answer; and, 3) Emergent Production when speech production will normally improve in both quantity and quality. The sentences that the students produce become longer, more complex and they use a wider range of vocabulary. Students need to be given the opportunity to use oral and written language whenever possible. It is important to learn that the use of visual aids, realia and body language is mandatory when reaching stages 1 and 2 of the natural approach technique.

Finally, linguistic routines involve communicative activities carried on daily activities in a speech community involving certain linguistic items accompanied by performance. Linguistic routines are universal because every language and speech community employs one form or the other during communicative encounters. Fleta

(2006) states that “Linguistic Routines are actions that carry out daily to children making sense of new language from familiar experiences.”

Different Context for Teaching English

There are several and different contexts when teaching English, and they can vary from aspects related to the purpose of a person for learning the language to other dimensions such as sex, ethnicity, education level, occupation, and economic status of the language learners.

Nowadays teaching can be performed in different contexts as Brown (2001, p 126) claims:

Sociopolitical context: English is taught by interaction, negotiation, interpretation; intended meaning in communities, regions, nations, and continents. The political side of language becomes evident through international varieties of English, national language policy, correctness and appropriateness. Foreign language context: students can learn English in an EFL setting outside the classroom which helps them to use English in their own lives they use time for optimal authentic language input and interaction. Institutional context: public elementary and secondary schools are subject to official national language policy issues following some model as: Submersion: absorb English without instruction. Immersion: all students have similar level to speak in English.

The extensive use of English in a diversity of political and academic areas makes it crucial for any country wishing to access the worldwide community for financial development. Troike (2002) states:

When they are L2 learners, members of different social categories, they frequently experience different learning conditions, and different attitudes or perceptions from within both native and target languages communities. Ethnic category may have influence on SLA primarily because socially constructed attitudes from within native and target communities as a result of historic or current intergroup relations related to social boundaries and identities.

At this time, we have explored the different contexts within the communicative events which learners experience including who they interact with, about what, and the environment, and these seem to be aspects of major importance when learning a foreign language.

In conclusion, there are not limitations in acquiring a foreign language because learners introduce elements from one context into another.

Supplementary Materials

They are resources that complement teachers' work. According to Ciubancan and his collages (2010) "Supplementary materials are regarded as tools to teaching and learning a foreign language which are produced by real speakers for real audience in focus on the messages." These materials call attention and motivate students to learn English the best way and allow them to talk about any topic.

A relevant strategy when working and using supplementary material is to adapt existing or easily available stuff to suit the teaching - learning needs teachers or students may have. Using existing materials can save time, effort and money not only to instructors, but also to school and institutions. Some reasons why existing or easily available materials should have to be adapted include:

- a. Any materials we may have or be able to get may not be suitable or appropriate for our learners' needs.
- b. If our learners belong to the beginner level, we may well have to simplify vocabulary or context elements to render passages and listening comprehension segments useful.
- c. Extensive use of unknown grammar structures to the learners may be featured in the authentic language passage.

Adjustments, then, would likely be necessary in the way of glossaries, key word definitions or explanations of language aspects before the use of the material, among others.

Certainly, some materials are better than others, but just about any type of material can be used well by a dedicated teacher. Other aspects that teachers would look for in teaching with materials are variety, quality, color and even texture, activities leading to personal involvement in the learning process. Materials give guidance to teachers on both the intensity of coverage and the amount of attention demanded by particular content or pedagogical tasks. In the same way, they can help define the goals, and the roles of teachers and learners within the instructional process. In fact, the best materials, if used in the ways intended by their author, can be a useful professional development tool.

In conclusion, the use, adaptation and purpose of supplementary materials turn them into a very important aid for English classes. They help teachers when working in different aspects like grammar items, reading, writing and listening to break the boring routine, to broaden student's understanding and comprehension, to support structures, drills, rules, linguistic routines, and to turn an academic process into meaningful communicational situation. The right use of supplementary material is the best way to assure success for both instructor/ teacher and student/learner of any foreign language.

Types of Supplementary Materials

There are different types of supplementary materials that can be used in a variety of language activities. Foreign language students can benefit from many of them such as: flashcards, wall charts, films, strips, slides, videotapes and even 16mm sound films, chalkboard and whiteboard; overhead projectors and transparencies; flannel-board, magnet-board and adhesive plastic; wall-pictures and wall-posters; pictures flash cards; word flash cards; work-cards and worksheets, blackboard, flashcards, word-cards, picture cards, wall carts, among the most important.

About some of those types of supplementary materials, Ramirez (2009, p13) claims:

Visuals are resources that include images, pictures, objects and persons which learners can see. Realia, used to teaching new vocabulary involves the use of authentic materials like classroom objects, toys, clothes, etc. Audio materials include among the most important: radio and

Cds or cassettes..... Audiovisuals which include sounds and images. For instance television and DVD/video. Online-sources as tools that use the computer to develop English classes.

About the use, creation, adaptation, consequences and results obtained when using supplementary materials for teaching a foreign language, some scientific and well supported studies have been carried out. Five of them will be included to support this thesis project.

In the first study, which focus was the impact of video in the ESL classroom on students' interest and motivation, two groups were established: a control group and a test group. All classes were comprised of 30 students who were chosen randomly by the registrar's office. Both groups managed the same materials, but the test group had a video component added to the teaching materials. The course consisted of fifteen 90-minute classes. The test group used a video component in eight classes which consisted of eight comedy sketches covering basic grammar patterns and functions. Both groups had the same instructor and followed the same curriculum, with the exception of the supplementary video component. They also had the same evaluation forms by tests and assignments. An identical questionnaire was distributed to the 120 students at the end of the term. The questionnaire had several statements regarding the students' attitude towards the class and was applied to indicate the level of agreement or disagreement by selecting one response out of five possible responses. There was also a section where students could make any comments regarding the class. As a conclusion, the authors stated that it is validated

the idea that video can be a powerful tool as an engaging delivery system, especially when used as part of an active learning approach. Video can also be an extremely motivating component and it has a positive impact (Williams R. & Lutes Peter, 2006)

A second study concluded that using authentic animated cartoons is effective in English lessons. This work was performed with a quantitative study and the research was carried out in the following way: pre and post-test design, a comparison was made between instruction based essentially on traditional grammar and vocabulary instruction and one session that made use of authentic animated cartoons (Arikan & Taraf, 2010). The control group (n= 15) followed a traditional grammar-based syllabus for four weeks according to the traditional methodological guidelines as demanded by the National Ministry of Education, while the experimental group (n= 15) watched and made use of ‘The Simpsons’ as classroom material. The experimental group watched one episode and made use of it each week during the allocated time for the research. The teacher used the strategy of “pausing and replaying” by asking students questions related to the scene watched. She also used some Power Point presentations including some images captured from the episode. Pupils had an active role in all the sessions through role play activities, dialogs, and games. The pre-test prepared by the researchers was applied to see any significant difference in both groups’ proficiency levels.

At the end of the study, it was concluded that authentic animated cartoons are effective in language teaching because they offer an invaluable way of contextualizing and introducing authentic language by providing audio-visual input.

As the third case, Ilter (2009) developed a study about the effect of technology on motivation in EFL classrooms. The method used a questionnaire

composed of 15 questions about motivation and technology use in EFL classrooms. The questionnaire was administered to a representative group and then an item analysis was done. It was administered to 350 students. The students were selected from two fields of study randomly; Social Sciences and Natural Sciences. For the analysis of the data SPSS chi-square statistical analysis was used and the significant level was taken as 05.

Finally, it can be said that the use of technology in EFL classrooms provides meaningful and interesting input in language learning and students can be more motivated with these technological aids.

In the fourth work, Kelsen (2009) conducted a study about the use of YouTube in EFL classes which emphasized on the student's attitudes towards English language.

As reference of this study, the same textbook and materials were used in both classes. On the first day of class the instructor gave the students (n-69) a simple questionnaire regarding their gender, access to computers and experiences using YouTube prior to this course.

Throughout the semester, material from the YouTube web site was used to supplement the textbook-World Link and associated classroom materials. All YouTube video clips were shown during regular class time using an in-class computer with a high-speed Internet connection and projector. After the video clips projection, the students also engaged in a number of activities, including: completing various work sheets, split viewing, story-telling and watching, and viewing to answer specific questions and spark discussion.

The conclusion was that YouTube as supplementary material in an EFL setting in Taiwan can be used as authentic material input and as a motivational tool.

Greenfield (2003) as the fourth study, investigated about Collaborative e-mail exchange for teaching secondary ESL. The majority of qualitative data came from formal, semi-structured interviews that were recorded and transcribed during the last week of the project. Semi-structured interviews are well suited for case studies because they include specific, well-defined questions determined in advance, while at the same time they allow for elaboration of responses and on subsidiary questions. They are also useful tools for eliciting opinions, feelings, and values.

As a conclusion from this case study, the researchers highlighted the attitudes, feelings, and perceptions of secondary ESL students towards a collaborative, cross-cultural CMC exchange for the purpose of learning English. Qualitative data obtained from personal interviews showed strong student support for this collaborative exchange model. Hong Kong secondary students used largely positive adjectives to describe the project, believing it was "a good learning experience," "helpful," "enjoyable," and something they would "like to repeat in the future." Cooperative learning, in general, received the most positive student's response.

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	✓	
Audio	Songs		✓
	Dialogues		✓
	Stories		✓
	Tales		✓
Audiovisual	Videos		✓
	Movies		✓
	Documentaries		✓
Realia	Objects (toys, plants, fruits)	✓	
Online	Websites		✓

Author: Maria José Aguilar Galarza

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

Chart Two: Type of supplementary material used in the private 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: María José Aguilar Galarza

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

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

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

Author: María José Aguilar Galarza
Source: 1st year

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

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

Author: María José Aguilar Galarza

Source: 2nd year

Chart five: Pertinence and Appropriateness of the supplementary material used in

Public high school

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

Author: María José Aguilar Galarza

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

Author: María José Aguilar Galarza
Source: 1st year

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

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

Author: María José Aguilar Galarza
Source: 2nd year

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

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

Author: María José Aguilar Galarza
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		1
	Power point presentations		
	Maps		
	Pictures		1
	Charts		
	Handouts		2
	Posters		1
	Word cards		
	White/black board	5	3
Audio	Songs		
	Dialogues		1
	Stories		1
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys,plants, fruits)	1	
Online	Websites		
TOTAL		6	10

Author: María José Aguilar Galarza

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

Variable	Indicators	Public	Private
		F	F
Visual	Flash cards		
	Power point presentations		1
	Maps		
	Pictures		2
	Charts		
	Handouts		
	Posters		
	Word cards		1
	White/black board	5	2
Audio	Songs		1
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys,plants, fruits)		
Online	Websites		
TOTAL		5	7

Author: María José Aguilar Galarza

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		2
	Posters		
	Word cards		
	White/black board	5	3
Audio	Songs		1
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		1
	Documentaries		
Realia	Objects (toys,plants, fruits)		
Online	Websites		
TOTAL		5	7

Author: María José Aguilar Galarza

Chart twelve: Frequency of use of supplementary material. Public School vs Private School

Years	Public (f)	Private (f)	TOTAL	
			f	%
1 st	6	10	16	40%
2 nd	5	7	12	30%
3 rd	5	7	12	30%
TOTAL	16	24	40	100%

Author: María José Aguilar Galarza

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	5	5	5	15	93.75%
Audio	Songs					
	Dialogues					
	Stories					
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, etc)	1			1	6.25%
Online	Websites					
		6	5	5	16	100%

Author: María José Aguilar Galarza

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	Flash cards	1			1	4.16%
	Power point presentations		1		1	4.16%
	Maps					
	Pictures	1	2		3	12.5%
	Charts					
	Handouts	2		2	4	16.66%
	Posters	1			1	4.16%
	Word cards		1		1	4.16%
	White/black board	3	2	3	8	33.33%
Audio	Songs			1	1	4.16%
	Dialogues	1	1		2	8.33%
	Stories	1			1	4.16%
	Tales					
Audiovisual	Videos					
	Movies			1	1	4.16%
	Documentaries					
Realia	Objects (toys, plants, etc)					
Online	Websites					
		10	7	7	24	100%

Author: María José Aguilar Galarza

Description, Analysis and Interpretation of Results

The present analysis takes in account two important aspects. First, the qualitative aspect which includes pertinence of the material used in the teaching process and appropriateness related to the students level and understanding, quality of the material itself that is the description of how it is designed and made up. When speaking about the quality of the material and its use, we must take into consideration the following parameters: frequency of its use, variety and contents.

Secondly, there is a quantitative aspect based on the frequency of use of the supplementary material through observations, charts and tables used to translate the results of the observations, surveys and comparisons established.

Qualitative Analysis

Public High School

1st year

White board

The topic of the first class was simple Future “will” and the objective was to identify and use the simple future “will”.

During this observation class, the teacher started the class without a warm up. She introduced the class topic directly and wrote one statement which used will; besides, she identified the structure and explained the grammar to the students, then the teacher spoke and wrote some examples, after the majority of students participated writing with more examples on the white board.

Finally, pupils identified the parts or structure in these examples. In addition, the whiteboard as the class learning tool was considered to be pertinent though not enough to the content of lesson because it was used to write sentences as well as to

explain the grammatical structure and that helped the teacher to achieve the class objective; moreover, students learned how to use this tense. They also provided new examples. It was observed that this supplementary material was used according to the topic and objectives of the lesson, because it provided an appropriate visual aid to what the teacher wanted to convey to the students, as Ramirez (2009) also mention.

The white board is the most common and effective material -in this class- to teach English grammar students of this age and level; furthermore, the teacher could use it according to her needs.

The quality of the used material was good, because whiteboard had good conditions: it was clear enough and the ink was easily seen. The teacher wrote the sentences clearly and the handwriting bold had good size, but she did not use different colors markers.

White board

In the second class white board was the supplementary material used to build up the topic “The Nature World”. The objective of the class was to learn and practice new vocabulary and to discuss about natural disasters. In this class the teacher wrote the topic on the white board and spoke about it. During her explanation she wrote the new vocabulary related the topic on the white board. Then, the students found the meaning by using a dictionary and wrote one statement with the word. Next, the pupils shared new ideas and opinions about natural disaster using the new vocabulary learned; consequently, the best students’ sentences or opinions were written on the whiteboard.

This supporting material helped the teacher to explain the topic and to develop successfully the objectives of this lesson. Also learners could acquire the

knowledge and spoke with the new vocabulary; thus, white board was considered pertinent to the content of the lesson.

The use of white board was handy. This means that the suitability of this material helped to identify and learn new vocabulary as well as to practice it. The activities developed by the teacher, according to students' age and level were carried out easily by them. Moreover, they were able to complete the tasks quickly and participated actively; consequently white board was considered to be appropriate. As being the most common, cheap and available supporting material in this type of institutions, the use of the white board turns to be accurate though not the only one for purpose of broadening and providing variation in the teaching process. For the primary purpose of an EFL lesson it accomplished the teacher's goal.

The teacher used this material in an organized because she wrote with good size of letter and different colors. It helped to catch the attention in the class.

White board

The topic of the third class was about Wh- question word "when" to show cause / effect; their objectives were oriented to practice and use "when" to show cause and effect. The teacher began the class without recalling the last topic. Instead, she used the white board to write the structure and some examples. Then the students went in front and wrote some sentences but some students had mistakes. As a basic and primary resource, the use of this learning tool was pertinent since it provides the best and most suitable material that the teacher can use to basically model and support the theory in a written form. Also, it helped the teacher to explain the topic and to develop the objectives of this lesson.

The explanation given by the teacher allowed the students to participate by reading the formulas, schemes and examples written on the board. Additionally, the material was adequate to students' age and students' level because the information displayed was clear and easy to understand, however, they had problems with the topic at the beginning. After some follow up, they could write new examples well. Slips of paper could have also been used to make the writing on the board routine faster, more personalized and even more participative for all the students, not only for few of them, taking lesson time as an against.

As an evaluation of the quality of this kind of material, it can be said that the board was in a good condition, the teacher used different color board markers, and she made use of clear and legible hand writing. This material was efficient in terms of reaching the objective of the lesson, and in terms of authentic comprehension and knowledge acquisition.

Realia - objects

The topic in the fourth class was Men and Women, and the objectives were to describe physical appearance and to compare the clothes. The teacher made use of realia to support and give further explanation about the differences between men and women in physical appearance and clothes. First, the teacher showed male and female clothes and students remembered the vocabulary and analyzed which one was for men or women. Then, two students went in front of the class, modeled the clothes and described their appearance. It was pertinent because this learning tool helped to describe and compare the appearance of students and clothes and because the real objects (clothes) gave a clear, evident and strong validation to her teaching.

The use of realia was appropriate since the pupils had the chance to compare the differences between men and women in appearance and clothes. This practice made students become connected with the topic. All kind of visual and sensory strategies for helping the learner to “portrait” the object of learning should be taken into consideration as permanent elements in a language class where the main purpose is to create effective communicational prompts which allow the learners to find the lesson meaningful, effective, motivational and catchy. In consequence, the teacher used this material as an aid to explain the class, the same as what Ramirez (2009) mentioned.

The teacher used realia (clothes) in a good condition, clothes were clean and the size fit to the age of the pupils because they needed to wear them to complete the activity. There are some topics that are easier to teach using real objects because they catch students’ attention faster

White board

In the second part of this class the teacher used the whiteboard. She wrote the clothes vocabulary that students remembered. Then, she wrote some examples of appearance descriptions and students described their classmates. Others wrote on the white board these examples; finally all the class reviewed the examples.

White board was pertinent because it was used to write clothes vocabulary and to explain the appearance descriptions through examples that she wrote on it to achieve the class objective. On the other hand, while being pertinent it is still poor in terms of providing innovation and creativity in its use. In this class, the teacher could have also used some additional teaching strategies; for example, pictures, magazines advertisements or posters; as recommended Ramirez. A (1983).

The use of white board was appropriate though because students in this group could develop appearances description using the clothes vocabulary and understanding words and phrases told by the teacher in her teaching. They wrote examples perfectly without problems. The supporting material itself had good physical conditions since it was clean, clear and provided enough room to write.

This material was good quality because the teacher used the white board in an organized way, with different color markers and with legible letter so students could understand easily and clearly all the class.

White board

In the fifth class, the topic was not a new lesson but they reviewed the first conditional, and the objectives were oriented to reinforce the structure of this grammar topic.

The teacher first focused attention to the students and started telling when they should use first conditional; she was very specific and wrote three sentences on the whiteboard. Then, she asked some students others examples orally. Next, she asked students to go to the whiteboard and write their statements. After writing some examples, the teacher made students identify the structure of first conditional by underlining all the parts. This learning tool was considered to be pertinent because the use of sentences to explain the grammatical structure as well as underlining to differentiate the parts of sentences helped teacher to achieve the class objective.

The use of the whiteboard was appropriate because they could practice the first conditional structure on the white board according to their level and this tool made students be connected with the topic. Also, it was used to reinforce the

students' knowledge of grammar; therefore, the teacher used the white board as Ciubancan (2010) state.

Teaching with white board allowed the content to be developed naturally. The quality of this material was good because it was organized and the teacher used different color board markers to underline the key words and sentences which also helped to catch the attention of the students to the structures written. The quality of markers and handwriting was good.

Learning Styles

The supplementary materials used in first year senior were white board and realia. All the students had different ways to acquire a foreign language and these supporting materials help in their learning in spite of the fact that the teacher said that it is difficult to consider each student learning style for the size of the class and the time assigned for the lesson.

In this point it is pertinent to remember what Felder and Henriques (1995) said about learning styles: "there are some types of learning styles like: active learners, reflective learners, sensitive learners, intuitive learners, visual learners, verbal learners, sequential learners and global learners."

The learning styles considered in this year were: the visual and sequential student's learning style so these supplementary materials helped them to understand and reinforce the knowledge because the teacher encouraged them to participate more in class in order to do new statements.

2nd year

White board

With this group, the first topic class was Family and Life in which students reviewed questions in present simple, the objectives were to identify the family members and to give and ask questions using present simple.

It was noticed that the teacher did not use any other material rather than the white board; she used this learning tool in order to write one question with the correct answer about family using simple present structure. The teacher explained and reviewed the parts of the questions. Then, the students gave some examples about other members of the family following the structure given by her and the rest of the pupils wrote these questions on the white board. Finally, all the class analyzed the examples reviewed to find out if the structure was written correctly and to identify the family members.

This supplementary material was considered to be pertinent because the use of examples to explain the grammatical structure as well as to identify the family members helped the teacher to achieve the class objective. Also, the teacher used the whiteboard in this case to help solidify the ideas of the lesson, including use of the target language, in the students' minds; therefore, assisting in their learning process. It is important to point out that, very often we are going to find students with varied learning styles, yet some having problems about it.

It was appropriate so students were very interested in the topic because the vocabulary was according to their age and level of knowledge, which also allowed them to develop the exercises easily. Also, because the teacher explained the

vocabulary words using the white board; as a result, the material was used to clarify students' ideas as Ciubancan (2010) mentioned.

The quality of this material was appropriate to the lesson class since it had a colorful variation when using the board markers to point out the target elements within the utterances. The bold size was big enough to be readable from a far seat.

White board

During the second class observation, the module was Love and sex in which students learnt the first conditional; the main purposes were to describe feelings and to write sentences using first conditional about illness.

In this class, the teacher started telling the students her opinion about feelings, love and illness. She was very spontaneous and wrote information about illness. Then the teacher wrote one example, explained the structure, underlined the parts of the conditional and gave more examples; Along with her explanation, she often wrote key words or phrases on the board to ensure that students understood her explanation. The whiteboard for her was like a notebook where she wrote important ideas as well as examples and structures. After this, the students wrote more examples on the board through a game. Next, the teacher made pupils identify the structure of first conditional. They enjoyed this activity because the game was a competition and they wanted to obtain extra points. Finally, the teacher and the pupils reviewed the structure. They understood the topic and grammar well.

The material was pertinent because the teacher wrote examples on the white board that helped her to explain the grammar structure and achieve the objective class, and because the teacher complemented the class with more examples in which pupils could analyze the structure and used the board to write more sentences which

were related to their age and knowledge. They did not have mistakes which provide the parameters to conclude that the use of this material was effective. By using the board as a place to play and to demonstrate knowledge acquisition, the teacher demonstrated more creativity. This fact exploited students' self confidence, competitiveness, and ultimately their level of domain of the topic.

The board was full-size; it was divided into two parts, one of them had the explanation and another had the examples checked; the board was centered, which avoided light reflection. The teacher used a red marker to write the title on the top of the board; she wrote the examples with a black marker and below them she wrote the different parts with blue marker and green marker.

White board

In the third class, the topic was Environment and the aims were to learn new vocabulary, to speak and to write about environment problems.

The teacher in this class spoke about environment giving the definition and explained problems related to it. She wrote the new vocabulary on the whiteboard; the students found the definitions and went to the white board to write sentences related to the topic but, before they wrote the sentences, students said the statement orally to the teacher and she corrected if the statement had any mistake.

Afterward, with this vocabulary the students gave their opinions and told their experiences to the rest of the class. Then orderly, the pupils wrote sentences on the white board.

This supplementary material was pertinent because the use of it to make sentences to explain the vocabulary as well as to write new examples focused in environmental problems helped teacher to achieve the class objective. In

consequence, the teacher used this material as an aid to explain the class and center the attention, the same as what Ramirez (2009) mentioned.

The appropriateness of material was evident, because the students did the task without problems; they did not need the support of the teacher while they were working. It was related to students' age and level, it was demonstrated when students could develop the activities proposed by the teacher correctly. Time could be said to be the only negative factor about the pertinence of this material since the number of students in the class did not allow all or the majority of them to actively participate in the activity.

The quality of this learning tool was good because it was organized and teacher used different colors board markers which helped to catch the attention of the students. The quality of markers and writing was good.

White board

In the fourth class, the topic was Modals should and must; the objectives were to make suggestions/obligations, to write and give solutions. The class continued with the environmental theme.

The teacher remembered about problems to students and explained when students needed to use the modals should and must. Then, the teacher wrote one problem with its suggestion using the modal should on the board. Next, she wrote another with the modal must to show obligation related to the problem. Students understood the structure grammar and topic well. Some students gave more examples and explained the problems with their solutions and later, they wrote them on the whiteboard. The teacher also wrote key words or expressions on the board to ensure

that students understood her explanation. The whiteboard for her was an important place where she wrote important ideas as well as examples and structures.

This learning tool was considered to be pertinent because the use of sentences to explain the grammatical structure using modal verbs facilitated teacher to accomplish the class objective.

The use of the whiteboard was appropriate meanwhile the pupils had the chance to write suggestions, obligations and solutions according to the topic and understood words or phrases told by the teacher during the verbal explanation. This practice made students keep connected with the topic. At the end of the class the students were able to write correctly.

The teacher used color markers to circle the modals and sentences. The size of the letter was good and legible.

White board

In the fifth class the theme was English Speaking countries, the USA and the topic was Questions tags. The objectives were to give and ask for information using tags, and to write new questions with tags.

First, the teacher spoke about the USA and English language. She gave information and opinions about it to students, then she wrote one example on the board related to the theme using tag questions. Next, the teacher explained the structure with tags and pupils understood the topic. Then, the students in pairs asked and gave new examples of questions tags orally. After that, some learners wrote their examples on the board and the teacher chose only four examples and finally, all the class analyzed possible mistakes.

Again in all the lessons, the use of the white board was the primary material,

be high since most of students did new examples correctly. It was pertinent because the teacher could explain the structure through a white board and it helped to explain the information and also to achieve the class objectives.

The written information of the board was appropriate because pupils could develop the tasks without problems so the level of comprehension and understanding. Additionally, it was observed that the white board was used appropriately to the students' age and level because the teacher motivated them to write new questions using simple sentences; in this way, students strengthened their knowledge. Also, it was used to reinforce the students' knowledge of vocabulary words reviewed in previous classes; therefore, the teacher used the white board as Madej. J (N-D) recommend.

The quality of the used material was good, because whiteboard had good conditions, it was used in an organized way, and teacher used different colors markers to highlight the tags and differentiate the structure.

Learning Styles

This observation was aimed at looking into whether the teacher took into account the different learning styles of their students to use the appropriate supplementary material and develop her classes. All the students had different ways to acquire a foreign language; so, according to the classification of the learning styles presented by Strong and Perini (1997), the teacher identified that some of her students were Mastery Style Learners, who absorb information concretely step by step. Other group belonged to the Interpersonal Learners, who work with others using concrete ideas.

White board was the unique supplementary material used in second year senior in all the classes. However, the teacher did different activities in which she could develop some learning styles on the white board and pupils could learn the new topics.

In addition, according to the classification of learning styles of Gardner (1983) teacher also identified in these classes, linguistic learners who fit themselves with the language itself, spoken or written, so for this reason, it is very important for the teacher to plan a great variety of activities that have to be appropriate for learners.

3rd year

White board

Again, it could be seen that the basic and primary material used to manage a normal English lesson in this year basically consists of the white board.

In the first class the topic was past perfect and simple past, the objectives were to ask and give information with past perfect and simple past and to write new sentences using the grammar. The lesson started without an overview or a previous warm-up or facts recalling. The teacher made use of the white board to model grammar patterns of past perfect and simple past and explained its meaning to the students. After writing every sentence, the teacher made students identify the structure, then she made the students write some examples on the whiteboard through a game. Afterward, she asked them some questions following the given structure. This learning tool was considered to be pertinent because the use of sentences to explain the grammatical structure as well as identifying the structure in the sentences facilitated teacher to achieve the class objective. Also, because the teacher used it “to

transmit grammar structure and make it meaningful for learners” as Ciubancan (2010) says.

The teacher used this material according to the student’s level and age since they were able to write, recognize the structure, differentiate them and make new examples; also they understood the teacher’s instructions, and they did not have difficulties to develop this activity.

The quality of this material was colorful because teacher used different color markers. It was clear since she divided the board in two parts; the first part where she explained the simple past structure and the other where the explanation was about past perfect. The handwriting was legible and has good size.

White board

During the second class observation the theme was Music and the topic was a review of simple past structure. The objectives were to write sentences in simple past, to speak about music and to identify new vocabulary.

The teacher started speaking about music and she gave a personal opinion about her likes; for example her favorite music band, type of music and musical instruments, but all of this information was in simple past. Then, the teacher wrote vocabulary about music on the white board and explained with gestural movements or giving definitions, next she wrote five sentences on the white board and analyzed the structure with the pupils. After this, the teacher asked question related to the theme to students and they answered without difficulties so they went to the whiteboard and write their statements.

The material was pertinent so it was used well-aimed and the teacher could explain the structure and used it also to identify and write new vocabulary. The

students remembered the topic easily by answering questions that the teacher asked in relation to the music. This learning tool helped the students to understand the class, and the teacher could achieve the objectives class.

According to learner's age and level, the material was appropriate because students could reinforce and understand well the grammar and the vocabulary in English, and at the end of the class pupils were able to write the examples correctly.

White board was big and high quality; it was used in an organized way with different colors markers, the teacher highlighted the verbs in past with red marker and it caught the students' attention.

White board

White board was used in the third class and the theme was my favorite musicians. The topic was the use of wh- questions and the aims were to write questions, to ask and answer question about musicians.

The teachers did not do any warm up or review of the last class. Instead, she wrote one question on the white board and explained the structure with the wh- questions words, and then she wrote the answer. Then, she asked questions to pupils and they answered orally. The students understood well and the teacher did one activity in pairs: they needed to ask one question using wh- questions words to any classmate in the class. Next, the teacher chose two couples and they wrote new questions with the answers on the white board , finally all the class analyzed the structure and decided if these examples were correct or not.

This material was pertinent, because it was used to explain how to do questions with wh-questions words and clarified the structure to students. This supplementary material helped to accomplish the class objectives.

Students understood the questions and how to ask and answer easily because the topic was according to students' level and age, so the use of the whiteboard was appropriate. The activity practiced by the students after they asked and answered orally made students keep connected with the topic. At the end of the class the students were able to write correct questions with the wh questions words. Also, this supplementary material was observed to be pertinent to the content of the class, because the teacher used it to transmit information with various level of proficient as Ciubancan (2010) says.

The teacher used green color markers to underline and circle the wh questions words which also helped to catch the attention of the students to the structures written. The quality of markers and handwriting was good.

White board

In the fourth class the topic was passive voice which objectives were to use and to understand the passive voice.

The teacher focused student's attention on the whiteboard and explained how to use passive voice; she used the board like a notepad because she wrote key ideas and concept about passive voice and then she wrote two examples and identified the structure. She circled the parts of the examples.

Subsequently students said new examples orally and with the same examples, other students wrote on the white board. The pupils participate actively and understood the topic. After writing each sentence, the teacher made all the class to identify the structure of passive voice by circling the parts. This learning tool was considered to be pertinent because the use of sentences to explain the grammatical structure as well as underlining to differentiate the structure facilitated teacher to

achieve the lesson objective. Also, the material also helped the teacher to achieve the objective of the lesson, as the target language was incorporated through the use of the writing on the whiteboard, and it make students interested in learning and relate language in context, as Madej. J (n-d) expressed.

The use of the whiteboard was appropriate since the learners had the chance to analyze and understand the grammar and words or phrases told by the teacher during the oral explanation. This practice made students keep associated with the topic. At the end of the class the students were able to develop the activity well.

The teacher used color markers to circle the key words and sentences which also helped to keep the attention of the students to the structures written. The quality of markers and handwriting was good.

White board

In the fifth class the topic was Drugs and How to fight against them, the objectives were oriented to learn new vocabulary and to ask – give information.

First, the teacher wrote new vocabulary related to the topic and explained with definitions, and then she asked students to give their opinions about drugs. Students gave opinions and created a good discussion among them. Then, the teacher wrote one question on the board and made the students write more questions that came up through the discussion. Next, others pupils wrote the answers on the board.

The white board was considered to be pertinent because the use of it to write question and create a discussion made possible to get some answer using the new vocabulary related to the topic. It helped the teacher to achieve the class objective.

The use of the whiteboard was appropriate because students understood and developed the activity quickly without major control of the teacher. The practice on the white board made students keep connected with the topic.

The quality of the white board was good to develop the lesson class. It was used in an organized way, with different colors markers and legible handwriting.

It could be seen that the level of pertinence in all the classes was meaningful from a communicational point. Therefore the level of appropriateness of the material used in this year is really high due to the fact that the quality of the whiteboard was good. The use of the board improved the teaching effectiveness, classroom management and students' academic success. Finally, the students of these classes were involved in all the tasks and, they could improve their English level with some exceptions. The learner's motivation was noted through actively participation of them through games on the whiteboard.

Learning Styles

According to the concept of learning styles by Hiemtra and Sisco (1990), learning styles have not been divided into groups, but they have mentioned people's learning styles in general. "First, people who learn forming a picture in their mind; second, people who learn by touching and feeling an object; third, people who like to read about something; the last, people who prefer to work alone instead of in groups."

In addition, the observation classes in third senior grade demonstrated that the teacher took into account the different learning styles of the students such as: active learners and sensitive learners. However, there was not a considerable variety of activities. These learning styles were related to the concept of the authors mentioned

above. The teacher explained in the survey that she considered that all his students were similar in their learning styles and for this reason; she used visual materials in almost all the observed classes. In consequence, it is important that teachers vary the type of supplementary material used in classrooms

Private High school

1st year

Flash cards

During the first class observation, it was noticed that the teacher used some supplementary materials. The theme was Caught in the rush and the objectives were to make compound nouns, to learn new vocabulary and to speak about transportation services.

When starting the lesson, the teacher made use of flash cards with actual real pictures to generate prior knowledge based upon direct questions and answers about the teaching cards. Basically these cards were used as the warm up. First, the teacher made the students identify the vocabulary related to transportation and then she created compound nouns with them.

This learning tool was considered to be pertinent because its use facilitated to show the new vocabulary and with them the teacher could explain and make compound nouns related to the transportation. As a result, the teacher achieved the class objectives.

The uses of the flash cards were appropriate because the pupils could understand and speak about the transportation using the new vocabulary and compound nouns. It provided an appropriate visual aid to what the teacher wanted to

convey to the students, as Ramirez (2009) also mention. Also, this practice made students keep connected with the topic. Students were able to make the exercises correctly. This material owns additional characteristics which turn it to be more valuable: it can be saved or filed and used over and over again in different times, and can become larger in amount due to the fact that every time the teacher finds out new topics to be included as teaching cards, the card bank can be enlarged which will ultimately become into an interesting bank of visual teaching cards to be used any time as wished.

Stories

Accompanying the warm process of the lesson, the teacher told stories helped by the flash cards and the students really enjoyed them, but it was not accompanied by any audio system or track background. Next, she told students to make up little stories in their mind using the vocabulary and compound nouns. As a result, students told new stories with their own ideas related to the topic. When they finished, two girls and one man told their stories in front of the class.

Stories were pertinent because students developed all the objectives programmed to this class. They did not need major explanation and used compound nouns and vocabulary, and spoke about public transportation when they told the stories. This learning tool helped teacher to achieve the class objective.

This supplementary material and all the tasks were according to the theme, age and level of the students. There were some other issues that the students had already learned, as well. However, learners could do all the tasks without any difficulty and for these reasons stories were appropriate. Also, the story also

contained relatively simple language and grammar structures, which was fitting to the students` level and understanding.

This material was high quality, because students understood the stories told by the teacher. Her pronunciation was clear and the teacher produced sounds to help the development of the story. The sounds were identified and differentiated by the students, which was demonstrated in the students` effectiveness to solve these activities. Story telling as a teaching tool is highly valuable, especially for students with the audio intelligence highly developed, and yet it is likewise valuable for students whose audio verbal communicational skills is not that accurate. Story telling needs to be developed in an appropriate environment that needs to have some features such as: quiet place, comfortable sitting position, appropriate narrator`s tune, and off course, accurate punctuation and pronunciation from the story teller.

Handouts

When the students finished telling their stories, the teacher gave handouts in which they had to match the words in columns A and B to make compound nouns. With this activity students remembered the compounds nouns that teacher mentioned in the first activity using the flash cards.

The students worked on them accurately. These materials and activity were easy and interesting and the students stayed engaged on the task.

This supplementary material was considered to be pertinent because pupils made their activity and achieved the class objective since handouts are handy, easy to file, easy to handle when graded or scored, and easy to review for purpose of follow up by both students and teacher.

Handouts were appropriate in relation to their age and level because students understood the explanation of the teacher and they could do their task correctly. At the end of the class, the students could tell all the compound nouns. Also, they helped the students directly visualize the subject being discussed, as well as the information that the teacher wanted to convey, as Ramirez (2009) mention.

The quality of these materials was good since they were designed with the purpose of catching students' attention: they were full color, big enough to be seen from different distances, bright colors were used, and they presented good activities .These handouts were well structured, had relevant and appropriate information and were used as class evaluation.

Dialogues

In the second class the topic was indirect questions from wh-questions; its objective was to practice information with indirect questions from wh-questions.

Teacher started the class with one dynamic that was tingo, tingo tango , it was used to remember the topic of the last class , the majority of students participated without problems.

Then, the teacher wrote one dialogue in which the students first read it and second they needed to identify the topic. Next, pupils practiced the conversation in pairs. After this, two volunteers went in front and practiced the dialogue without reading it.

During this activity students were interested in the class and they understood the dialogue easily and quickly. The use of this supplementary material helped the students to develop speaking skills. Practicing with dialogues let the students

familiarize with grammar. Also, it improved the interaction between teacher and students.

This learning tool was considered to be pertinent because the use of dialogues to practice information with indirect questions from wh-questions helped the teacher to achieve the class objective.

The use of dialogue was appropriate since the pupils had the chance to practice English using indirect questions and to understand words or phrases told by the teacher. This practice made students keep connected with the topic. According to this, Madej.J (n-d) remarks that audio materials increase vocabulary, pronunciation and grammar structure.

The teacher used dialogues in a clearly and easy way which also helped to draw the attention of the students.

White board

After of this, teacher explained the grammar focus with the dialogue that she wrote on the whiteboard. The teacher asked whether there were any questions students didn't have any. For this reason the teacher did one activity in which all the class wrote one dialogue on the whiteboard, students went in front and wrote questions and answers without inconvenient.

The use of the white board was pertinent because with it the teacher could explain the grammar, she underlined the wh questions with red color marker to differentiate and students focused on them. It helped the teacher to achieve the class objective. Also, because it was used to display important information related to the topic, as Ciubancan (2010) mentions.

The appropriateness of material was evident, because the students did the task without problems; they did not need the support of the teacher while they were working.

Another reason it was appropriate is because it was related to students' age and level, it was demonstrated when students could develop the activities proposed by the teacher correctly.

The teacher used color markers to underline key words and also helped to draw the attention of the students to the structures written. The quality of markers and handwriting was good.

Posters

In the third class the theme was new ways to getting around, its aim was to discuss about new inventions for getting around on land and sea.

First, the teacher showed the poster and asked pupils about what they watched on it, and what would the topic be about. She spoke with the students about it. Then, the teacher provided information related to the topic and the students reinforced their ideas about the theme.

The teacher told students that they needed to think about names to these new creations. She created funny situations when students gave the opinions, they required to guess the name of the new inventions and at the end, the teacher said the correct names.

Finally, they chose which invention would be the most useful or least useful. They developed this activity in groups.

This learning tool was considered to be pertinent because the use of it permitted students to discuss and analyze the new inventions for getting around the

land and sea, all the class participated and gave opinions. The poster helped the teacher to achieve the class objective. Also, as Ciubancan (2010) explains, the role of supplementary materials is to get students interested and motivated to learn English.

The material was according to the students' age and level of proficiency and they could discuss the topic without problems. Nowadays, a significant portion of students are visual learners to whom a simple picture or poster was more valuable than a thousand words in a text or a lecture.

The quality of the poster was excellent because it was colorful, resistant and good in size; it was enough to transmit exactly the information that drawings showed, so the students could give opinions or ideas fluently.

Pictures

In the fourth class observation the theme was houses and apartments for which the students needed to use new adjectives. The objectives were to describe houses and apartments and to discuss what adjective was positive or what was negative.

First, the teacher started the class with a game in which she divided the class in two teams and they needed to remember all the adjectives that they knew. The team that had more adjectives was the winner.

After this, the teacher pasted pictures about houses and apartments on the board, the students described the pictures and said what adjective would be positive and negative according to their opinions, then when all the pupils finished the activity the teacher explained which one was positive and negative because some students had mistakes.

Pictures were material that allowed the students to look, learn and analyze new vocabulary. The students could describe houses and apartments and discuss what

would be positive or negative. For this reason this learning tool was considered to be pertinent. Pictures helped the teacher to achieve the class objective, as Ramirez (2009 p 13) says “pictures help students to make inference in meaning, and can be applied to different contexts”.

These supplementary materials contained real drawings of places in relation to student’s age and level of English; so, pictures were appropriate, the students could describe the houses and apartments referring to what they have seen. While students talked about pictures, the teacher corrected their pronunciation and organization of ideas. Furthermore, the students were attentive and curious to respond quickly to the teacher’s questions.

High quality of pictures played an important role in the understanding of the class. They had clear images and good size.

White board

White board was used in the second activity in the same class. The teacher took the pictures away and told students to remember all the adjectives. She wrote as a title: “Positive and negative adjectives” doing two columns on the white board. Then, the students wrote the adjectives on the whiteboard identifying which one was positive and negative; they went in front in order and wrote. Finally, the teacher added some adjectives that they did not write.

Speaking about the pertinence of the materials mentioned in the lessons visited in this year, it can be said that the material was really pertinent because the use of white board helped students to analyze and remember the adjectives teaching.

This activity was related to the topic and objective of this lesson, learners could do the writing task efficiently. The exercises elaborated by the teacher according to

students' age and level were carried out easily by them. Moreover, they were able to complete the tasks quickly and they participated actively on the white board.

The quality of this material was good because it was used in an organized way to write all the adjectives and the quality of markers was good and the handwriting was legible.

White board

The topic in the fifth class was the use of wish; the objectives were to practice the use of wish and to speak about present wishes.

First, the teacher spoke about her wishes and all that she wants by giving personal information and other that was not real. Then, she wrote some examples on the board and explained them underlining with different colors some parts of the sentences. Mainly, she highlighted her wish with red. When she finished the explanation, she asked if there were any questions but the students did not ask anything. Next, the students gave examples: first orally and then, they went to the whiteboard and wrote more examples randomly. Afterward, all the class analyzed and identified the structure by circling the different parts.

This learning tool was considered to be pertinent because the use of sentences to explain the grammatical structure as well as underlining them to differentiate some parts of the sentences facilitated the teacher to achieve the class objective.

The use of the whiteboard was appropriate since the pupils could do the new examples and understand words or phrases told by the teacher during the oral explanation. This practice made students keep connected with the topic.

The teacher used color markers to underline and circle the key words and sentences which also helped to draw the attention of the students to the structures written. The quality of handwriting was good.

Handouts

Then, the students formed groups and the teacher distributed handouts containing pictures from which they had to write their wishes, then they exchanged paper with other group and compared the answers with their partners.

The use of handouts is frequent in this year. They are basically designed by the teacher and the primary source of information for the handouts comes from other books or textbooks which provide further and related activities. This learning tool was considered to be pertinent because the use of it reinforced the use of wish and that helped the teacher to achieve the class objective.

The use of the whiteboard was appropriate because pupils could develop the task without problems it means that it was according to the students' age and level of proficiency. At the end of the class the students were able to write their desires correctly.

These sheets of paper were clear and understandable for the students to activate their interest, concern and participation so they were good quality.

Learning Styles

The supplementary materials used in first year senior have been chosen by the teacher to improve students' learning. Besides, most of these materials were very important to obtain students' attention. In this observation period the teacher used learning tools such as: flash cards, pictures, handouts, a poster, the white board, stories and dialogues.

According to Felder and Henriques (1995), there are some types of learning styles like: active learners, reflective learners, sensitive learners, intuitive learners, visual learners, verbal learners, sequential learners and global learners. The learning styles considered in this year were: the active, sensitive and visual- verbal student's learning style so these supplementary materials helped students to understand and reinforce the knowledge because the teacher encouraged them to participate more in class in order to solve any questions.

In addition, the teacher also identified intrapersonal and interpersonal intelligences in this group, learning styles proposed by Garder (1983).

2nd year

Pictures

In the first class the topic was time contrasts (present, past and future), the objectives were to practice and to use past, present and future tenses.

The teacher started the class telling about her life. First, she spoke about her childhood, second about her present life, and third she explained activities that she wants to do in future. With this introduction, the teacher remembered simple present, simple past and future tenses. After that, she showed the pictures and asked the students about them; they described the pictures and gave information with the tenses used by the teacher. The pictures used were three; the first picture was about childhood in which there were some children doing some activities and games that people practiced in the childhood, in the second picture there were a lot people with different professions included students, and in the third picture there were possible activities that people could do in the future.

Next, the students spoke about the changes in the lifetime, they told about their own experiences. The use of pictures was considered to be pertinent because it showed the changes in the lifetime and the students were able to differentiate the simple present, past and that helped the teacher to achieve the class objective.

Pictures were appropriate because the students had the chance to practice information and did new examples with them. They understood words and phrases told by the teacher during the oral explanation. This practice made students keep connected with the topic as Ciubancan (2010) state.

Every student enjoyed the pictures because of their size, color, shape, and their content was excellent; the variety of the pictures let the teacher assign them a great value; furthermore, they were completely didactic.

Song

During the second class the topic was changing times, the aims were to make predictions and to write about how a partner has changed.

First, the teacher spoke about her favorite song and made the students listen to it. Then, she asked the students to recall what they understood from the song. A song was the first material used to support the topic of the class. It must be said that this type of material is really motivational, authentic language generator, updated and full of real day to day vocabulary in use, but it must also be said that the song was not pertinent for the group due to the fact that it didn't focus or contained any structure related to the topic of the class and did not help to achieve the class objectives.

Afterward some students shared their ideas, because the song was popular among them, next all the class sang the song. Music is always motivational and it's a

good source for improving pronunciation, intonation and fluency which are the major difficulties in learning a foreign language

The use of the song was not appropriate since the students could not understand all the ideas and every grammar structure in the song so it was not according to the students' age and level; on the other hand, pupils sang a song with good pronunciation. The quality of the song was good because it was clear to understand.

In this activity the teacher spend all the time of the lesson, but before this, she was late to start because the teachers had a meeting.

Whiteboard

The topic of the third class was gerund phrases .The objectives were to use gerunds in information and to learn vocabulary about jobs.

First, the teacher did a warm up in which student played a chain game in which they remembered all the jobs that they knew. When students completed this activity, the teacher gave new vocabulary about jobs and wrote it on the board. Some jobs needed to be explained by the teacher with definitions or with gestural movements and sounds.

Afterward, the teacher wrote the title gerund phrases in the middle of the white board. She explained the concept and wrote main ideas about gerunds on it, then she divided the white board and wrote on one part the gerund phrases as subjects and in the other side the gerund phrases as objects. She wrote examples and explained the structure. All the gerund phrases were related to the vocabulary.

The teacher asked the pupils to generate new examples then they went in front and wrote sentences following the structure given. Finally, all the class analyzed the examples.

The use of the white board was pertinent because the teacher could reach her goals which were to use gerund phrases and the learnt vocabulary using this material. With this supplementary material she explained the structure well and students did the examples easily.

The use of the whiteboard was appropriate because pupils could make new examples writing on the white board and they understood the explanation given by the teacher. This practice made students keep connected with the topic. At the end of the class the students were able to use both structures correctly. Furthermore, the use of visual objects in this class “make students interested in learning and relate language in context” as Madej. J (n-d) says.

The teacher used different color markers to point out the gerunds that needed -ing at the end; she highlighted them with red color in the structure. The quality of markers and handwriting was good.

Pictures

In the fourth class she used pictures and word card to develop the topic “personality types”. The objectives were to identify and to analyze different kinds of jobs and qualities.

First, the teacher remembered the job vocabulary with all the class, then she introduced the new topic by showing the pictures; the teacher showed six pictures in which there were different types of jobs, she told the students to watch the pictures

and describe them; the students worked without problems and participated actively in the class .

The pupils talked about the different kinds of jobs that people have and some spoke about new jobs that people will have in future; additionally, they analyzed what would be the qualities that people would need to have for each job. This supplementary material was considered to be pertinent because the use of it permitted students to identify jobs and speak about qualities for these jobs; the pictures helped the teacher to achieve the class objective.

The use of pictures allowed the students to analyze and speak about the theme according to their level and age, and to use the right vocabulary to talk about the theme, so these pictures helped them to reinforce the vocabulary and identify qualities for the jobs.

High quality of pictures played an important role in the understanding of the class. The size and color were excellent all the students could watch the pictures well.

Words cards

When the students finished describing and telling about jobs and qualities, the teacher pasted the pictures and word cards on the board. In these word cards there were more qualities that students did not identify to each job; next the students analyzed and identified which word card would correspond to each picture.

The word cards were pertinent because they helped to achieve the class objectives and the students developed the activities easily .These were coherent, motivational and were organized in a way that fit in the topic of the lesson.

The use of word cards was appropriate because the teacher used this material according to the student's level and age since they were able to identify, recognize and say jobs and qualities; also they understood the teacher's instructions, and they did not have difficulties to develop this activity.

The quality of this material was clear and nice; the words were understandable; it caught pupil's attention.

Power Point Presentations

This class was different, because the teacher used power point presentations to introduce the topic "Famous landmarks" and the objectives were to discuss about different kinds of landmarks around the world and to learn new vocabulary.

In the fifth class first, the teacher reviewed one investigation about this topic with the students. The investigation was researched information about three famous landmarks. Then, the teacher showed different power point presentations in which there were some photos of famous landmarks; the teacher showed each presentation and spoke about the places. Some students also helped with the information that they had as their homework, next the teacher asked some questions related to the topic and the students answered without problems.

This learning tool was considered to be pertinent because the use of it assisted to explain the photos and watch the places as well as power point presentations helped teacher to achieve the class objective. Also, this tool helped the teacher to accomplish the class objective, as Ciubancan (2010) explains; the role of on line supplementary materials is to make the lesson enjoyable a meaningful .Also, teachers can modify lessons and use them over and over again. Therefore, teachers save time

on handing out instructional material, writing on blackboard, repeated speech and so on.

Working with power point presentations was very interesting, because it was a different activity. This material let the students work without problems; they could do all the tasks without any difficulty. Power point presentations were according to the theme, age and level of the students. For this reason they were considered appropriate.

The qualities of the power point presentations were good because they were legible to all the class and colorful. Power point presentations were attractive and helped the students to understand the class due to the teacher took account learner's learning differences.

White board

Afterward, the teacher and students shared opinions and remembered main information that was interested to them. In this part of the class the students identified new vocabulary and wrote it on the whiteboard; then the teacher explained the vocabulary through definitions.

Finally, with the new vocabulary students wrote some sentences on the white board to reinforce the knowledge. This supplementary material was considered to be pertinent because they use it to write the vocabulary and it helped teacher to achieve the class objective that was to learn new vocabulary related to the topic. In consequence, the teacher used this material as an aid to explain the class and center the attention, the same as what Ramirez (2009) mentioned.

The use of the whiteboard was appropriate because students understood and realized the activity quickly without major control of the teacher. They reinforced the

learning about vocabulary on the white board and they kept connected with the topic.

The quality of the white board was good to develop the lesson class due to the fact that it was used in an organized way with different colors markers and legible handwriting.

Learning styles

According to the latest findings by several researchers, Felder and Henriques (1995), present some types of learning styles for example: active learners, reflective learners, sensitive learners, intuitive learners, visual learners, verbal learners, sequential learners and global learners.

The classes performed in second senior grade in the observation period demonstrated that the teacher used some supplementary materials such as: picture, words cards, white board, songs and power points presentations. So the learning styles considered in this grade were: the visual, verbal, reflexive and active student's learning styles.

Through this teaching system the needs of the students were fulfilled, because students could acquire the knowledge properly. It is possible to have more than one learning style. So it is important to define some steps to maximize the learning process: the first step is to identify the type of learners in the classroom; the second one is to plan the lesson related to a particular learning style.

3rd year

Handouts

In this class, the theme was career moves and the objectives were to scan the article, and to complete information.

First, the teacher remembered the last class through questions because it was related to this class. Then students read the article and understood it without problems. Some pupils asked about vocabulary to the teacher and she explained it by giving synonyms orally. Next, all the class gave opinions and said main ideas about the article.

After this, the teacher formed pairs with the students and gave handouts that were used after learners read the article “strategies for keeping your job”. Then, the students worked in them and complete the information without problems. In the handouts students needed to add the correct heading to each strategy in the text and after this they required to choose the most useful strategies for keeping the job and wrote two other strategies.

These materials were pertinent because students worked through them completing the information, and the handouts helped to attain the class objectives, the activities were interesting and the students stayed engaged on task showing interest.

The material was according to the students’ age and level of proficiency because they could scan, understand and complete specific information easily. Learners lost time thinking in the new strategies.

As a final point, the quality of the handouts was not so good, because they were in black and white and they were not so clear, but the students could work without problems in the tasks.

Song

In class number two the topic was Indirect Request and the objectives were to use and to write indirect requests.

First, the teacher used the song to introduce the class, students listened to the song and the teacher asked for main ideas or opinions that they got from the song. Then she played the cd, the song continued and unexpectedly, the teacher stopped it and one student had to complete the song orally. They enjoyed it, since students liked the popular song but not all the class understood the lyrics. Just a few of the students could give main ideas without difficult. As a result, this song was not to be considered according to the level and age. For this reason it was not appropriate; furthermore, this material was not pertinent because it did not help with the objectives and the topic to the class. It was only an exercise for listening.

The quality of the song was clear; the volume was suitable so they could understand completely the song's message. It was very important in this class.

White board

Second, the teacher wrote indirect questions like a title on the white board, and then she explained that this was a grammar focus and students needed to pay attention. The teacher told the students when to use indirect questions and wrote the concept on the board. The whiteboard for her was like a notebook where she wrote concepts as well as examples and structures.

Next, the teacher wrote simple statements and then she changed to indirect questions on the white board. She asked the students for more examples and they went in front and wrote on the whiteboard. Then all the class analyzed the possible mistakes. Six students wrote examples and two of them had mistakes which other learners corrected with the help of the teacher. This learning tool was considered to be pertinent because the use of it permitted to explain the grammatical structure and

differentiate the parts of the statement, and it helped teacher to achieve the class objective.

The use of the whiteboard was appropriate since the pupils had the chance to write new indirect questions and understand words or phrases told by the teacher during the oral explanation. This practice made students keep connected with the topic. At the end of the class the students were able to write correctly the indirect questions. Also, It provided an appropriate visual aid to what the teacher wanted to convey to the students, as Ramirez (2009) also mention.

The teacher used color markers to differentiate the part of indirect questions which also helped to draw the attention of the students to the structures written. The quality of markers and handwriting was excellent.

Movie

In class number three the topic of the lesson was: What a story! The objectives were to improve listening skill, to understand the main ideas and to complete information.

First the class lasted for two hours and teacher started by remembering different categories of movies in which the students participated motivated by giving their opinion and saying what their favorite movie is and why. This class was the second part of the previous class that teacher and student had with the same theme. Then, the students watched the movie “Seven Pounds “in which they listened and read the subtitles in English. Students love watching a movie.

In addition, the activities that the teacher did during the movie while the students watched the film were asking them some questions related to the movie and they answered these questions correctly. However, if any student made a mistake the

teacher paused the movie to let students understand it giving in this way some feedback to students.

Due to they liked this activity and were interested, this learning tool was considered to be pertinent because students understood the main ideas and improved their listening skill and this supplementary material helped teacher to accomplish the class objective. Also, as Ciubancan (2010) explains, the importance of audio visual supplementary materials is to acquire a natural pronunciation and improve their listening skills.

Movie was appropriate to students' level, age and knowledge because the vocabulary, message and content of the film were understandable and the majority of learners answered the questions correctly without problems.

The quality was great because the resolution of the movie, the size of the screen and the audio were correct.

Handout

When the movie ended, the teacher formed pairs and gave handouts. She explained the instructions to them and they worked in the activities completing with the information related to the movie. The handout had two sections, in the first part students needed to complete information and in the second part learners answered questions. Students did not have problems with time because they worked in pairs and the main ideas were understood. This learning tool was considered to be pertinent because the use of it let pupils complete information as well as understood better the information. Handouts helped the teacher to achieve the class objective.

Handouts were according to the students' age and level of proficiency because students did not have problems when they completed the activities on the

handouts. Also, they helped the students directly visualize the subject being discussed, as well as the information that the teacher wanted to convey, as Ramirez (2009) mention.

The qualities of these handouts were good because the information to complete and questions were easy to understand and quickly to develop in the lesson class; in spite of they were elaborated by the teacher on bond paper

White board

In class number four the theme was: What happened? and the topic was past perfect. The objectives were to write sentences with past perfect and to practice past perfect orally.

First, the teacher wrote the title past. Then, she explained when the students needed to use it, and then she wrote the concept and examples. The teacher explained the grammar on the whiteboard. The whiteboard for her was like a notebook where she wrote important ideas as well as examples and structures. After writing the example, the teacher made students identify the structure of past perfect accordingly by underlining the verb form. Next, the learners wrote new examples on the white board but first, they practiced the examples in orally. This learning tool was considered to be pertinent because the use of sentences to explain the grammatical structure as well as underlining to differentiate parts of sentences helped the teacher to achieve the class objective.

White board was appropriate because pupils were able to do the sentences quickly and they participated actively on it. It was according to students' age and level since learners could work and understood the grammar clearly.

The teacher used different color markers to underline the structure of the sentences which also helped to draw the attention of the students. The quality of markers was good and the letter legible to the class.

White board

During the fifth class observation, it was noticed that the teacher did not use any other material rather than the whiteboard and book. The theme was Crossing Cultures and the topic was noun phrases containing relative clauses and the aims were to practice and to write noun phrases containing relative clauses.

First, the teacher introduced this grammar by speaking about people who travel to others countries and wrote one example on the board, with this example she explained the grammar. Then, students gave ideas and other examples, pupils went in front and wrote on the white board. Next, when they finished all the class analyzed the possible mistakes and with the help of the teacher they also identified the structure.

In addition teacher did other activity in which students needed to complete the noun phrase containing relative clauses. The best examples were written on the board by the students and it reinforced the grammar class. The use of the board improved the teaching effectiveness, classroom management and students' academic success.

The material was pertinent, because the students could do the activity writing examples with the new grammar. Additionally, they identified the structure without problems. White board aided to achieve the objective of class.

The use of the whiteboard was appropriate since the pupils had the chance to write new examples and understand words or phrases told by the teacher during the

oral explanation. This practice made students keep connected with the topic. At the end of the class the students were able to write statements correctly with the structure learned.

Learning Style

There are different types of learning styles conferred by some specialist. For example, according to the classification of the learning styles presented by Strong and Perini (1997), the teacher identified that some of her students were Mastery Style Learners who absorb information concretely step by step; interpersonal learners, who work with others, using concrete ideas: understanding learners who work with ideas using methods of questioning and reasoning and self-expressive learners who learn through feelings and seeing images. They value originality.

In these observations, the teacher took into account the different learning styles of the students to use the appropriate and pertinent supplementary materials and developed her classes. All the students had different ways to acquire a foreign language; so handouts, white board, songs and videos were the learning tools used in third year senior; moreover, the teacher did different activities in which she could develop some learning styles therefore, the requirements of the students in this teaching system were fulfilled because students could acquire the knowledge properly.

Quantitative Analysis

When finalized the qualitative analysis of the frequency of supplementary material used to teach students in first, second and third senior year in public and private school through observational classes, the data were organized in order to do the statistical analysis.

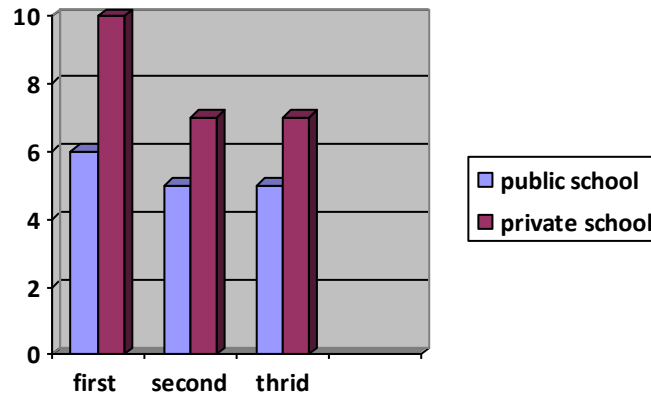
The main objective was to find out whether or not teachers use supplementary materials, and if they are used, with what frequency and variety. The statistical results of this study are shown in the following charts that summarize them.

In public school students had only 4 hours per week so they had elementary and low level of English .The teacher only used visual and realia in her classes. As a result, some pupils were not motivated with these learning tools. At the beginning the teacher did not use any supplementary material because she worked with the student's book and work book, but when she knew the main objective of the observational classes, she began to use supplementary materials. According to the teacher, the facts of moving from class to class carrying material or other resources, the number of students and the time are negative factors when she wants to work with different supplementary materials.

In contrast, the students of private school had 8 hours per week and their level was good (intermediate). The majority of them understood and worked without problems. The teacher used supplementary materials since the first class; the learning tools more widely used were the white board, handouts and pictures in her classes. She did not have limitations to use them because the teacher had sufficient time and did not have too many students in her classes so she said that it facilitated her job.

Graph 1

Frequency of use of supplementary material in public school and private school.



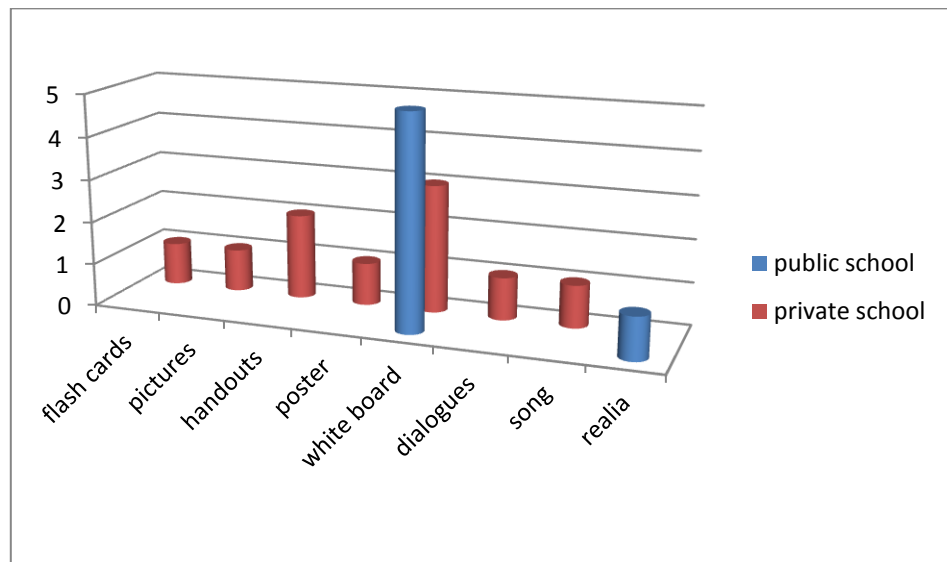
Author: Maria Jose Aguilar
Source chart twelve

According to chart twelve, the first year of public school used six times the supplementary materials; on the other hand, the first year of private school used them ten times, so the total frequency in both schools was sixteen times (40%). The second senior year of public school used five times the supporting materials in the classes; in contrast, private school used them seven times, so the total frequency was twelve times (30%) and this was repeated in third senior year in both schools with five times in public school and in private school seven times, so the total frequency was twelve (30%).

As a result public school used sixteen times the supplementary materials and private school used them twenty four times so the total frequency in both schools was forty times; consequently public school had less frequency and variety of supplementary materials than private school in the EFL classes.

Graph 2

Frequency of the use of supplementary material in 1st year public and private school.



Author: Maria Jose Aguilar
Source chart nine

First year public school vs. First year private school

Table Nine shows that in first year of public school the frequency of the supplementary materials used was six times and did not have variety since the teacher only used two types of unvaried materials, the white board for five times and realia once.

Agreeing with the students surveys carried along with these pupils, the data show that two of every five students liked the supplementary materials used by the teacher in her classes, three out of five students could understand the topic better with the help of supporting materials, and four out of five students agreed with the fact that the teacher always needs to use the supplementary materials in the classes.

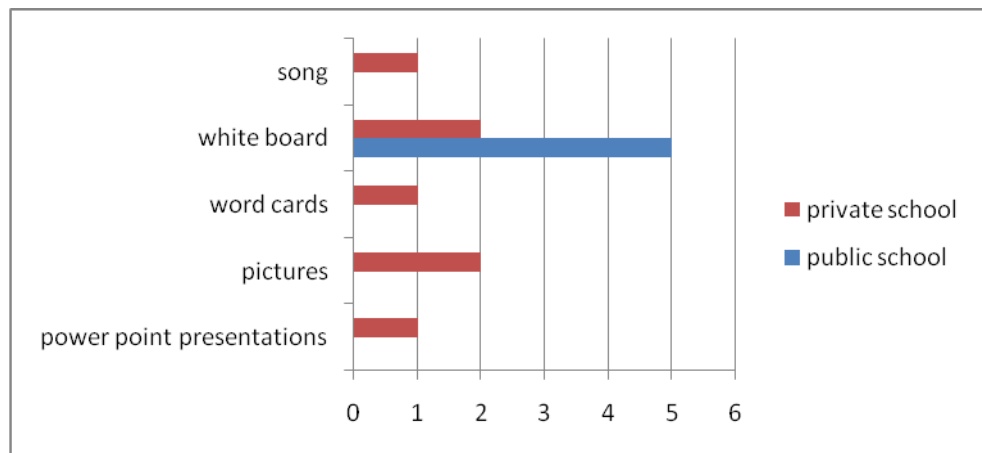
The teacher explained that using some supplementary materials is a problem for two main factors: time and the amount of students because she had fifty students in first senior year; also in the survey, the teacher wrote that she considered that 50% of the use of supplementary material is important in her classes and she preferred to focus in her explanation, it would be clear to their students.

On the other hand, first year private school had great variety of supplementary materials, students enjoyed, understood and had a better motivation toward the classes because they could learn through flash cards, the pictures, the handouts, the posters, white board, dialogues, and stories. According to the student's survey, five out of five students liked the supplementary material used by the teacher; three out of five said that supplementary material helped to understand the topic better, but three of five students checked the option that they would only like to use the learning tools frequently and not every class. The teacher explained in her survey that she uses 75% of supplementary materials in her classes because she thinks that supplementary materials motivate their students and can catch attention better.

As a result private school used more frequently the supplementary materials with ten times in the classes and had more variety than public school.

Graph three

Frequency the use of supplementary material in 2nd year public school and private school.



Author : Maria Jose Aguilar
Source chart ten

Second year public school vs. Second year Private school

This analysis shows that in second year of the public school, the teacher did not use enough variety of supplementary material because it was only used one type of visual material: the white board. Four out of five students explained in their surveys that the supplementary material used by the teacher was not totally welcomed but, three of them said that with the use of white board they could understand the topics in the classes. Students also wrote that they would like her teacher to use supplementary materials more often.

The teacher explained that the supplementary materials must be given by the Ministerio de Educación because teachers must not do any other material.

On the other hand, in second year of the private school, the teacher used a good variety of supplementary materials such as power point presentations, pictures, word

cards, white board and songs in her classes. Students wrote in their surveys that they liked the materials used by the teacher; only one student out of five did not like.

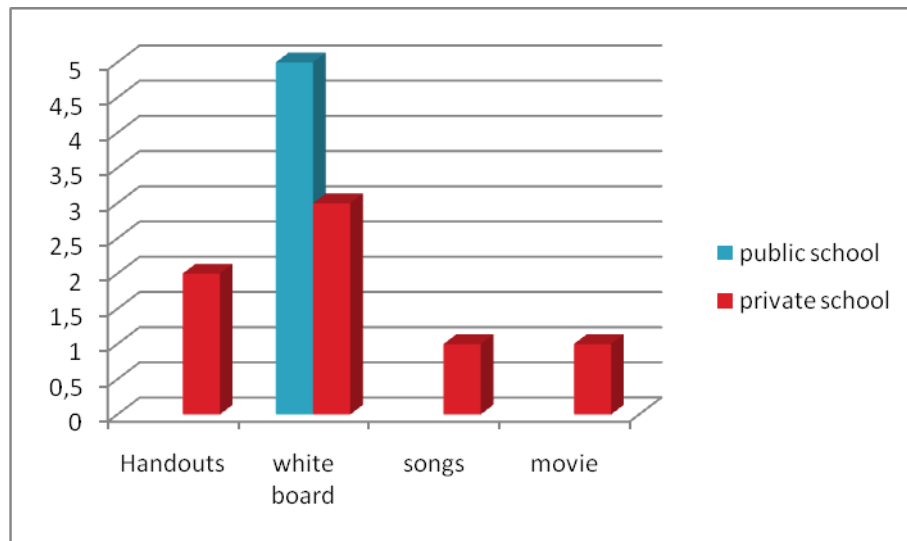
Three students out of five explained that the supplementary materials helped to understand the topic better and five out of five students agreed with the option that said that supplementary materials helped to participate more in their classes.

The teacher said in her survey that her students preferred visual materials, also she could identify that the majority of her pupils are visual learners because they learn better and fast by seeing pictures, diagrams, word cards or posters etc.; so it is vital for their comprehension.

In conclusion, the teacher only used one supplementary material; that is, it did not have variety of them in her classes in second senior year of public school; in contrast, in second senior year of private school, the teacher used visual and audio supplementary materials so she could work with a good variety of them.

Graph Four

Frequency the use of supplementary material in 3rd year of Public and Private school.



Author : Maria Jose Aguilar
Source Chart Eleven

Third year of the public school vs. Third year of the private school

This analysis displayed that in third year of the public school, the teacher only used white board like the supplementary material, the teacher, who was the unique teacher to three grades, only used the white board as the major and primary material in her classes, so the data showed that she did not have variety with the supporting materials. Five of five students wrote in their surveys that the supplementary material used by the teacher helped them to understand the topics, but three of five students said that only sometimes it helped them to feel motivated to participate with the

topics performed in class. All checked positive the option asking: Do you like the supplementary material used by the teacher?

Additionally, two students suggested in their surveys that they would like to work with computations and infocus, four of five students also wrote that they prefer frequently supplementary materials in their English classes and not whole the classes.

Teacher wrote in her teacher's survey that the use of supplementary materials are essential in her classes because they help and motivated the students in their learning; besides, teacher added that white board is the supplementary material that she usually used in her classes because is practical and easy to work, also her students prefer it; consequently she used it of 90% in her English classes.

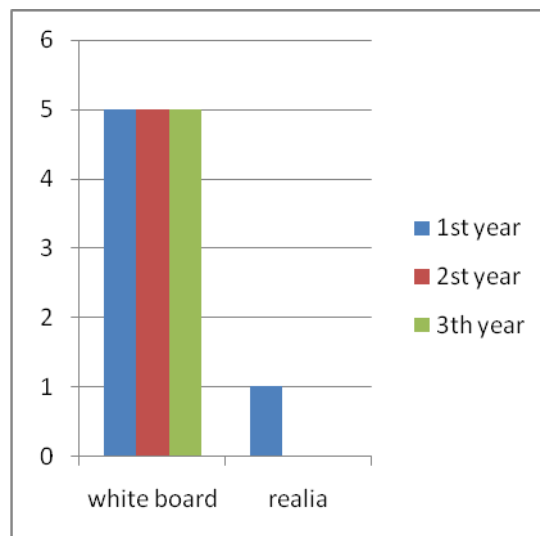
On the other hand, in the third year of the private school, the teacher used visual, audio and audiovisual supplementary materials; in others words, she had great variety of them in her classes. Four students of five wrote in the surveys that they liked the materials used by the teacher in her classes such as handouts, white board, songs and movies used by the teacher, five of five students also wrote that supplementary materials helped them to participate in classes. Two learners said that supplementary materials did not help to understand the topic better.

In this quantitative analysis one important point demonstrated that the public teacher wrote in her survey that she worked with different types of supplementary materials, but the reality was different, instead of this she only use whiteboard. This is really annoying if we consider the fact that teachers are the model to follow by students.

In contrast, with private teacher that she used supplementary materials with variety in her classes and it would good because students learned and enjoyed the classes and all that she did was accorder with the teacher survey.

Graph Five

Frequency of used material in Public senior high school



Author : Maria Jose Aguilar
Source Chart thirteen

The frequency of material used in first, second and third senior years in public school according with the observation classes were two supporting materials; realia and visual, in first years while in the second and third years, the white board was the only resource used by the teacher for all the lessons; in fact, this visual material was used all the classes.

In first senior year, teacher used five times white board and only one time realia, in second senior year white board was used five times and in third senior year

white board was used five times, too. The totally of frequency with white board was fifteen times (93.75%) and the totally frequency with realia was one (6.25%).

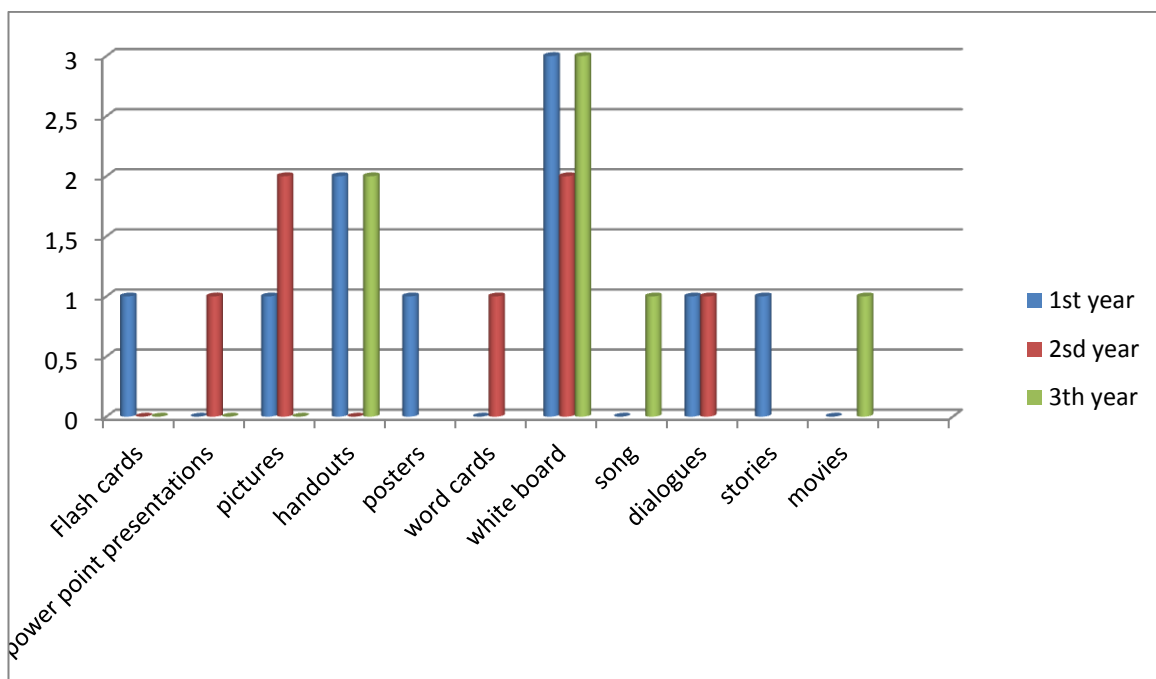
Additionally, Conferring to the surveys made to students, the majority of students in the public senior high school, eight of fifteen learners, wrote in their surveys that they liked the material used by their teacher and eleven of fifteen pupils wrote that with whiteboard could understand the classes, but others also explained that they would like to work with different supplementary materials in the EFL classes.

Finally, with the last options did in their surveys, seven of fifteen students wrote that the supplementary material did not help to participated in the classes; indeed, they explained that with this tool learning sometimes enjoyed to participate in the activities,

ten of fifteen learners would like that her teacher use always supplementary materials in her classes, they also said that they would like to use another material such as: didactic games, computations, infocus and so forth.

Graph Six

Frequency of used material in Private senior high school



Author : Maria Jose Aguilar
Source Chart fourteen

In first, second and third senior years of Private school the supplementary materials had more type of variety and they were used with more frequency in the classes; for example, in first senior year, teacher used flash cards one time, picture one time, handouts two times, posters one time, white board three times, songs and dialogues once. As a result was whiteboard the supplementary material more used in the classes, because teacher used it three times; in order, the second more used was the handouts.

In second senior year the supplementary materials used were power point presentations one time, pictures two times, word cards one time, white board two times and song one time; consequently, whiteboard and pictures were the first more used by the teacher in her classes and present power point, word cards and songs were in the same number of times. Most students expressed that they liked and

enjoyed the English classes and the supplementary materials helped a lot to understand the topics, the explanations, the target grammar and vocabulary.

In third senior year the supplementary materials used by the teacher were handouts two times, white board three times, song one time and movie one time, white board was the visual material with the major frequency, three times of use, the second were the handouts, which were used two times and songs & movies were used the same numbers of time. Private school had a wide variety and use of supplementary material because teacher actually made use of almost all kind of supplementary materials like flash card, power point presentations, pictures, handouts, posters, word cards, songs, stories and so on. In her teacher's survey she explained that the supplementary material are very important and she usually work with them, since students can develop the four skills with the help of them, the material that she usually use are pictures and white board.

Finally, it was found that the supplementary material more broadly used in the public school and private school is the white board with the difference that in the public school it is the primary and only material for all the lessons, while in the private school the teacher used variety of supplementary materials with different range of frequency.

Conclusions

The development and results of the present study suggest that we find a range of differences in the use of supplementary material between a public school and a private school. Among the most outstanding differences we must notice the following:

- The use of supplementary materials in EFL public and private high schools help students to understand the topics in the classes with the difference that in private school, pupils developed more actively and enthusiastically the activities than in the public high school whose students needed more motivation with their tasks.
- In the public and private high schools, the teachers used visual materials to explain the classes such as: white board, word cards, flash cards, posters, pictures and power point presentations, but it is necessary to remember that some supplementary materials are more useful than others. It depends on the different ways that the teacher uses these learning tools. Teachers need to analyze the supplementary materials to employ them in the correct class and with the right learners because not all of them have the same learning process and not with all of them the teacher is going to obtain the same results.
- In the public school, the teacher used the white board as the main type of supplementary material in all her classes, this is an evidence that this material

is used in a conventional form in the classroom, while in the private school, the teacher had good variety of supplementary materials such as flash cards, power point presentations, handouts, pictures, posters, dialogues, movies and songs.

- This research demonstrates that the frequency of use of supplementary material in private high school is superior 24 times than in the public high school with 16 times in fifteen hours of observational classes each one; besides, the teachers used more frequently supplementary materials in the first senior years classes than the others in both high schools.
- The majority of supplementary materials used in the observed classes in the private and public schools achieved the objectives of the lessons and their use was appropriate to the topic; similarly, the materials were selected taking into account age and students' level as a result, teachers had pertinent and appropriate supplementary materials for the English teaching process in their classes in both schools.
- The quality of the used materials was good in fifteen observed classes in the private high school, for example, the pictures had a good size and colorful images, the white boards were in good condition, the handouts had good and clear instructions, the language used in dialogues and stories was clear and the teacher had good pronunciation. In the public school, also the quality was good, the objects (realia) represented the content of the lessons accurately, at the same time it was simple because the teacher used only whiteboard and it did not have creativity with the use of it.

- Under the following circumstances in the first year of public high school the most used material was the white board and realia. The most used materials in the first year of private high school were the visual and audio materials such as: flash cards, pictures, handouts, white board, dialogues, and stories.
- The most used material in the second year of the public high school was the white board. The most used materials in the second year of private high school were visual materials such as: power point presentations, pictures, and white board; and audio materials such as songs.
- The most used material in the third year of the public high school was the white board while the most used materials were the visual materials such as: handouts, and white board; audio materials such as: the songs and audiovisual materials such as: videos in the third year of the private high school.

Recommendations

The target focus of this work and of the university is basically to analyze the real teaching situation in both types of school we find in the Ecuadorian society. Therefore some recommendations obtained at the end of the work are.

1. According to the results, teachers must focus in learners' needs, for example the main need of speaking English all the time to communicate their ideas. Another need is to use different types of supplementary materials that would be pertinent and appropriate in each class, they have to have variety to avoid the overuse of the same material for a long period of time.
2. It should be necessary that the English Area of the schools at the beginning of the scholar year plan a better way to make supplementary materials for the English classes, because supplementary materials catch learner's attention immediately and they improve the English learning; furthermore, teachers could get better results from students in understanding.
3. English Coordinators have to check or review the supporting materials used by the teacher in the class in short periods of time, because they are important learning tools that the teacher need to use to encourage pupils to learn English beside, if teacher only use whiteboard to her classes like the teacher in public school, she need to use her creativity when she uses the white board in her classroom. Today, there are some websites offering a wide range of tips and

recommendations regarding the use of this material to improve its application in the classroom.

4. Teachers should be able to adjust the supplementary materials for specific necessities or environment and make them fit with the different learners' styles; in other words, teachers must be able to recognize learners' common problems and find different options and solutions to specific cases.

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Annexes

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		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		

