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

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CERTIFICATION

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CERTIFIES THAT:

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

Loja, December , 2012

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Autora

AUTHORSHIP

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

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DEDICATION

This thesis is dedicated to my daughter Pamela, who has been the reason and my inspiration to finish my career and who has given me enough fortitude to continue working on it.

Also, this thesis is dedicated to all the people that supported me all the way since the beginning of my studies.

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ABSTRACT

The topic I investigate is about “The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools”. The purpose of this investigation is to analyze the variety of materials used in public and private high schools through observing classes. Students and teachers were interviewed in order to know how students acquire the knowledge. The investigation took place in a public and a private high schools. Students from 1st, 2nd, and 3rd years of senior high school were the population to this investigation. The methods used in this investigation were qualitative and quantitative and the collected data was explored, analyzed, described, and compared.

The qualitative method consisted on the description of the different kinds of materials used by teachers in each class. This data was collected in data collection formats.

The quantitative method consisted on the use of surveys to interview teachers and students, besides note – takings were done by the interviewer to obtain more information.

In conclusion, supplementary materials helped students to learn better because teachers could take into account the differences in learning.

INTRODUCTION

This research deals with the analysis of supplementary materials used by teachers for teaching adolescents EFL classes. The use of the supplementary materials not only helps teachers to teach, but also helps students to understand and acquire the knowledge in a better way.

The topic of this study is “The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools.” The purpose of this study was to determine, analyze and compare supporting materials used in EFL public and private high schools.

The specific objectives for this investigation were accomplished. At the end of this study, the type of supporting materials used in EFL public and private high school, were identified and analyzed. Also, each one of the supplementary materials used in EFL classrooms in terms of pertinence, appropriateness, and quality were described and analyzed. The variety of the supplementary material used in the observed classes of public and private high schools, were determined. Finally, the most frequently used material in public and private high schools were identified.

This topic is important because teachers need to improve their teaching methods and their teaching practices each day. One of the best ways to teach English is by using supporting materials in order to create more interesting classes for students. Nowadays, there is a variety of supporting materials that are useful and helpful for teachers, because these materials can help students to feel comfortable in class and teachers can consider that there are different learners such as visual, audio, and kinesthetic. Students feel comfortable

when they learn through the use of supplementary materials. Furthermore, that is the reason why supporting materials are very important in class.

There are many investigations about the use of supplementary materials in class and I am going to mention some of them:

Kelsen, B. (2009) stated that the purpose of his study, was to explore and use You Tube in an EFL situation by surveying students' attitudes. In particular it sought to gauge students' perceptions of using You Tube to supplement regular class materials with regard to: make classes more interesting, to be beneficial to language learning, to motivate students to learn in class and to motivate students to use these materials to learn English outside the class.

The use of You Tube, had some limitations such as: the questionnaires were only written in English although the instructor helped to solve any problem; besides, the questionnaires were anonymous; also, it was difficult to make a comparison between male and female because there were a few female students and the last limitation was that all of the participants came from the same department and the results could not be extrapolated to the general student population.

Rosen, L. (2011) stated that his study investigated how schools respond with the use of technology in class, what kind of technology the school used and checked if students are able to learn better with this kind of technology. The limitations for his study were that students listened to the teacher to complete worksheets, they used pen and paper to write instead of using technology.

Chwo, G.S., Jonas A., Tsai C. H., & Chuang C. M. (2010) stated that his research investigated if supplementary materials could be adopted to enhance college EFL learners' listening and speaking strategy use. This study did not have limitations.

The students are the ones that are going to have benefits from the use of supplementary materials. The use of supplementary materials helps learners to acquire the knowledge in a better way because there is a variety of supporting materials such as visual, audio, audio-visual, realia, web-sites, etc, that motivate students to learn. The use of supplementary materials, allows teachers to consider learner differences. In fact, students can learn easily and they are able to be English speakers, readers, listeners and writers with a lot of motivation. The use of supplementary materials, help learners to realize that teaching and learning English is not difficult. Nowadays, there are enough supporting materials to use in classes and the use of these supporting materials, make classes funnier and more interesting.

There were some limitations in each field of investigation. Teachers needed to use Spanish in class in order for students to comprehend better the class. Another limitation was that there were a low number of teachers in relation to the high number of students. Besides teachers did not have support from the principal to get enough supporting materials to use in class.

In Private high schools, teachers had the necessary supporting materials to teach their classes but, they did not have enough time to use all of them. Besides the annual planning contained several different grammar structures to teach that it was difficult for teachers to use all the supplementary materials.

METHODOLOGY

The field investigation took place in public and private high schools. The population chosen represented students from first, second, and third year of senior high school; there were thirty three students in each class approximately in the public high school and twenty three students in each class approximately in the private high school.

Procedures

Most of the information about studies was obtained from books, magazines and the internet. All the information was read and analyzed in order to take the most important aspects, issues for the tables and then to write the literature review.

The qualitative method, identified if the used of supporting materials were pertinent, appropriate and if the supporting materials were well elaborated. The quantitative method, compared the use of supporting materials in first, second and third years of senior private and public high schools. Both methods were used to collect important data. The two high schools were chosen to observe five classes in first, second and third years. The classes had to be observed one per week in order to follow the sequence of the topics taught. The classes were observed carefully taking into account the variety of materials and how they were used in class.

Many techniques were used to organize the collected information such as: data collection formats, note-taking, surveys for teachers and students, observation formats, tables, etc.

The tabulation process consisted on organizing the collected information into fourteen tables. The tables one to eight were used to tabulate the information by their types,

pertinence and appropriateness. The information from this charts were in qualitative form. The charts nine to fourteen were used to tabulate the information by their frequency of use. The information from this charts were in quantitative form.

Each of the supplementary materials used during the five observed classes were analyzed taking into account pertinence, appropriateness and quality. The qualitative data was analyzed in terms of pertinence, appropriateness and quality. Pertinence referred to the importance of the material in relation to the content. Appropriateness referred to the students' level and understanding. Quality referred to the elaboration and design of the supplementary material, and learning styles that took into consideration the differences in learning of each student.

The quantitative data was analyzed taking into account the opinions of teachers and students. The most useful materials were analyzed in each high school. And there was an analysis comparing the general results obtained from the two high schools. The frequencies of the used materials among first, second, and third years of senior high school were also analyzed.

DISCUSSION

Literature Review

The use of supplementary material in teaching English as a foreign language is very important and useful because it helps to increase the motivation to learn and to get the knowledge in an easier way; besides it makes students feel comfortable in class.

Teachers should take into consideration the selection and use of supplementary materials in classes because of the positive effect and impact they can cause in students to learn; furthermore, these materials might help to solve some problems that students can have in learning.

Teaching English as a Foreign Language

It is necessary that students start learning a foreign language in an early age and continue in high school, and the best way to learn a second language is by using extra material that helps to increase listening ability, memory, creativity and critical thinking.

Brewster, Gail, & Girard (2002 , p.1) state, “The growing trend for using English as a world language has led to the introduction of English language learning by many children in many countries all over the world.” They also say that one of the reasons to learn English as a foreign language is that it is necessary in many aspects in children’s life. That is why English is taught to children since pre-school section in a lot of schools around the world. These schools decided to adopt this language because it will be spoken by most people in the future.

Another reason to study a foreign language is because of parents’ pressure; they want their children to take advantages of the opportunities they could have in the future.

That is why learning English has become a necessary tool to get a better job and to have opportunities, to travel abroad and to learn more from other cultures in different countries. It is also the reason why English is taught to students since early ages. Rivers (1981, p.456) states, “The age at which language study will begin in foreign-language situation will depend largely on the level of achievement in the foreign language that the community desires for its future citizens and the amount of time for this purpose.”

High schools have adopted the process of learning a foreign language, so that students can express their ideas and opinions in a different language; this is the reason why it has become part of the total foreign-language program in a school system; and obviously, schools have gotten specialized teachers to do this labor and they have acquired teaching several activities and materials to motivate students in classrooms.

These kinds of supporting materials have helped teachers in class; for example, the use of electronic devices encourages teachers to progress and improve their work in class because the technology motivate students to work and pay attention in class. However, these devices can have more acceptances by students in the future because nowadays they feel strongly motivated with technology and the advantages they get from its use.

Lado (1964, p.6-7) states, “Language is more than patterns and words which might be taught by machine. Language is the chief means by which the human personality expresses itself and fulfills its basic need for social interaction with other persons. “There is a little promise of progress from exclusive use of native speakers of the language, small classes, or a particular technique of pattern practice.”

It is important to improve teaching every day because this is the way to get interest from students and it is necessary to use different resources such as supplementary materials to encourage students to learn and concentrate in class.

Learner Differences among Children, Adolescents, and Adults

Learning a foreign language is not a desire in childhood, furthermore it is the parents pressed desire as Brewster, Gail, & Girard, (2002, p.27) say: ... children do not have specific foreign language needs although some may be under pressure usually from their parents or the school system, to pass English language examinations.”

Children are different from adolescents because of the physical energy they have, so they need to do more physical activities and they need more attention from teachers in order to feel motivated and interested in learning and not to forget what they acquire.

The age range is not an issue in teaching English as a foreign language. You can have the same results using different methodology in different age groups. The reason may be because of the brain maturity as Saville-Troike (2006, p. 82, 83, 84) states, “While brain plasticity is listed as a younger learner advantage, older learners are advantaged by greater learning capacity, including better memory for vocabulary.”

All learners are different in learning that is the reason why we cannot compare them and we do not have to treat them in the same way because they react differently. There are learners that catch knowledge quickly, but others need more explanation and patience to understand what has being taught.

Children are very active so they need active exercises and several activities to catch their attention and avoid being bored. In the case of adolescents, teachers should choose interesting topics such as technology, because they need more stimulations referring to their emotions. Teachers can take advantages of the stimulations and emotions by making students use their energies in some areas such as politics, the environment, or social causes. Adult people have the ability to relate better with people. Also, adults have the ability to

understand better syntax and morphology; besides adults can acquire more vocabulary easily. This ability helps adults to communicate with others without any complication.

Saville-Troike (2006, p.82-83) says, “While most would agree that younger learners achieve ultimately higher levels of L2 proficiency, evidence is just as convincing that adolescents and adults learn faster in initial stages.”

All of the mentioned topics depend on brain plasticity, capacity, interest and motivation each learner has to acquire the knowledge in an easy way. Learners’ success depends on teachers’ abilities, creativity, and patience to teach.

Learners Motivation

To motivate students, teachers need to take into account some points as culture, age range, background experience, and knowledge of the language among others because these points affect their language learning.

Motivation is a combination of facts, so the humans are very complicated beings because they have emotions, mental process and so on. That is why all the facts are needed to motivate humans and to have from them a good response in learning a foreign language. According to Brewster, Gail, & Girard (2002, p.218-219) say: “Motivation has been widely accepted by both teachers and researches as one of the key factors that influence the rate and success or second/foreign language learning.”

Motivation is an important tool that helps teachers to get excellent results from students because if they do not motivate learners, they will not get their interest in learning. It is very important to use a variety of activities to motivate students in each class taking into consideration learner differences; this is the only way to get their interest.

Anderson & Faust (1959) state: “Motivation refers to learners’ behaviors, attention, concentration, interest and effort. Teachers know that the lack of attention, concentration

and interest in class, do not help them to teach; they also know that these facts can cause misbehavior in class and the lack of attention. Teachers must use several interesting activities in class to incentive students to collaborate and work well in class”

To have a good level of motivation in teaching a foreign language, teachers must understand the differences among students. Regarding teenagers, teachers must be aware of the physical and psychological changes. They are more emotive, so teachers must consider their characteristics in class.

Learning Styles

Every person is different, so, why to teach everybody in the same way?. We have different teaching styles that respond to different types of motivations.

It does not mean that every student will be doing completely different activities, the activities must be done in order to make the student realize the action of making choices, as Nunan (1999) say: “The point is not that learners in different groups will be doing things that are radically different, but that they are being sensitized to the notion of making choices.”

Teachers need to come up with their learning style, because this will help to have a better environment in class and this will increase self confidence in students. With a higher self confidence in students, the understanding of the foreign language will be easier, as Thornbury (2001, 36-37) states: “Teachers have to find out about their students because it can help them to increase their own confidence, it can increase rapport with the students, and this should help students to learn more effectively.”

On the other hand, when teachers do not take into account the type of learning style of a student, teachers start to have problems in the class, because teachers do not consider the differences in each student to acquire the knowledge; students become bored and

inattentive in class and students will do poorly in class activities. This could transform into a nightmare for the teacher and this could not create the best environment to learn.

The styles in teaching will make a difference in class. Every person learns in a different way; not just the teacher needs to be aware of this process but the student as well. This will help students to understand their own cognitive process; as a result, the techniques used in the classroom will facilitate the achievement of the persuaded goals.

Teaching Techniques for Teaching Adolescents

Teaching techniques are different among teachers. Topics that need to be taken into account to use the correct technique in class are brain maturity, physical energy and the problems that are in the background.

The adolescence is a period of changes in human beings, not only physically but mentally as well.

The adolescent brain is also in a shift, even though the brain has a limited capacity to learn in a period of time, adolescents have less capacity to understand information according to Schreiner (2008) says: “Teachers need to be aware that students have a limited capacity for information in their working memories. Adolescent students can only hold seven items...”

Teachers create an environment of personality growth by giving adolescents free topics and tasks to increase creative thinking, critical thinking, tolerance and respect. Thus, the students will obtain better results in learning. McAnally (2009) insists on “that all opinions be treated with respect. Students will learn that their views are valued and how to treat others’ opinions with respect.”

In teaching techniques, self-assessment technique is an important process because it helps students to identify errors, effective and ineffective performances. In addition, self-

evaluation helps students to realize about their progress and what they have to improve in some aspects such as writing, reading, and so on. In the moment they have realized their weakness, they can feel more confident to improve their learning.

Contexts for Teaching English (social, economical, political and cultural)

There are different contexts to teach English such as social, political and cultural. In case of social context, students can interact in different ways because they can realize about where they are talking to and whom they are talking to. Social context can help them to feel confident when they talk, so they can express their feelings without getting embarrassed.

Talking about culture, there are many interesting topics to investigate and talk such as art, music, literature, architecture, technology, scientific discoveries, philosophy and so on. Learners feel motivated with information about culture because they are talking about real things that catch their attention easily and effectively. As they research, they practice and pay more attention to the things they can or cannot do.

Students can also share with their classmates what they have searched. It could help them to feel less afraid to talk to their classmates and to the teacher. It is a good way for them to participate more actively in class. Teachers have to pay more attention to the topics students prefer, and talk about culture in class too, because it not only helps us to learn about the world around us, but also to learn about our students.

In the case of political contexts, learners get interested about the problematic of our country and the world. They are able to express their opinions about aspects they do not agree referring to our leaders.

The context, in which people are living, may cause some problems in learning process such as: malnutrition, low concentration or even strong psychological problems. Teachers, have realized that these aspects affect students in their learning because the

attention and concentration will not be the best in class. There are students whose their family relationships are not good and they cannot pay attention to what the teacher explains.

On the other hand, they think in their family problems like their parents' divorce or maltreatment from their parents and so on. It is very important to take into account all of these facts in order to prepare our classes to motivate learners and one of the best ways to do this, is by using supplementary materials and understand students' minds.

Supplementary Material

Supplementary material is extra material that can be used by the teacher in class. Most of this material is used for specific purpose and most of it, is done by teachers with a lot of effort and creativity. This kind of material is used in almost all schools, however, in some cases it is difficult to find supporting materials; that is why teachers have to investigate about extra materials and use them in class to teach their students.

Materials provided by publishers are usually visual and they are not always useful because they are typical material to work such as Cd, posters, flashcards, and others. Students not only learn through visual material, but also by the means of audio, audio-visual, and realia. That is the reason why teachers have to create and find new material as a tool to reach students' minds and motivate them to learn.

According to Prastyo (2010), "These kinds of materials are incorporated to the original ones, they have relation to the original material, but they have their own role to entertain the class. Teachers do not find these materials in the book; they are additional data that contain information to support the learning process. They are important because students can get the knowledge easier than before. When teachers use these materials, classes get more interesting, entertained and fun."

Additionally, Pino (2010) states these materials help students to learn in an easy way; besides they help students to get success and understanding in class better than before because supplementary material entertains students that feel motivated with new things used in class.

Types of Supplementary Material

Supplementary materials are used to add variety to the class routine and they are often chosen to focus on a specific subject. There are different types of supplementary material including a variety of interactive ones that make classes more active and interesting for students. Teachers can choose any of these materials because they are useful and helpful.

Brewster, Gail, & Girard (2002) There are a lot of these materials to work and practice; for example, there are graded readers, story books, songs, rhymes, chants, games, posters, flashcards, as well as technology such as video, CDs, and the Internet. There are also worksheets to print and a collection of photocopiable books with attractive activities for students to learn and to get better results from them.

At the moment that teachers choose these materials, they have to relate them to the topic they are going to teach otherwise, teachers cannot get students connect to the class; also this material has to be related to the level of students in order not to bore them. Supplementary materials reinforce grammar structures, vocabulary, reading, listening and so on.

According to Sundblad (2006), “Students feel especially motivated with games; teachers can find them on internet. Besides, students can work with them at home, those are homeschool materials because they are able to be used not only at school, but also at home.

The homeschool materials need to be chosen taking into consideration the learners' styles and differences to learn.”

These materials help teachers to complement their work by reinforcing grammar structures, practicing spelling, understanding the language, checking pronunciation and lexical items. However teachers should balance the use of this extra material because the overuse can affect the learning process.

Five studies are introduced to continue with this investigation; they refer to the use of supplementary materials in EFL/ESL classes. These studies were done in different places in order to show how students react with the use of this extra material; besides, these studies show how learners and teachers use and apply supplementary materials in class and how they help students to learn.

The study done by Kelsen was about the use of YouTube in EFL classes; the purpose of this first study was to investigate how students used YouTube in EFL classes applying surveys to get results in order to know if they feel motivated using this outside the class and to realize if they found the classes more interesting and beneficial to language learning.

The methodology consisted on checking conversational classes in a private university in Taiwan. Sixty nine students were evaluated by an instructor for a semester and they solved a questionnaire about the access to computers and the use of YouTube. Some supporting materials were used in their classes such as YouTube video clips, Internet and a projector, besides they completed different kinds of activities like cloze worksheets, split viewing, watched and told the story, viewing to answer specific questions and spark discussion. The instructor used video clips related to topics and vocabulary from their

textbooks; furthermore, the instructor motivated students to check the video clips at home and gave suggestions about any useful video to use in class.

To conclude this study, the author hypothesized that YouTube was able to be used as an authentic material because it motivated students to learn English by speaking about things they liked the most. This material also helped teachers to create a better learning environment in class because students not only felt motivated inside, but also outside the classrooms.

The next study done by Rosen in 2011 was about the use of technology in schools. The purpose of this second study was to investigate if children and young students were able to learn better with the use of technology in schools.

In this study, the methodology used checked how students used the smartphone apps to get information about movies and favorite sites; they were also observed in the use of iPad because there was a case in which a seven year old boy could print a file from his iPad in ten minutes just with the use of bluetooth. Another case was when a three year old girl could download a game from her mother's iPhone without asking for instructions, and then she started to play.

In conclusion, children and youth felt motivated with the use of technology and it was obvious that learners could be online, sent and received mails, talked on the phone, used iPhones and iPads, listened to music, played video games, watched television better than adults and the most amazing is that they could do these activities simultaneously. The use of technology helped them to develop whatever they wanted. This study found out that each generation reacts differently each time because some generations prefer to talk face to face, but present generations find it easier to work with technology to communicate.

The study done by Chwo, Jonas, Tsai & Chuang in 2010, was about the use of supplementary materials by EFL learners; the purpose of this third study was to investigate if supplementary materials could be used by EFL learners in colleges as a listening and speaking strategy activity.

In this study, four sophmore in listening and speaking classes during fall semester were selected to participate. Most of them were in Childcare, Environmental Engineering, Nursing and Computer Technology. The first two classes were as Experimental Groups and the last classes were as Control Groups. A Taiwanese instructor taught to Childcare and a foreign instructor taught to Environmental Engineering. Data analysis just included those who completed both pre and post tests as well as pre and post SILL surveys.

As a result, there was a significant difference between the two groups (Experimental Group and Control Group) concerning listening and speaking proficiency results. The results indicated that some strategy is crucial to get successful learning in listening and speaking course, besides students increased their reliance on learning with others.

The study done by Kely, Kelly, Offner & Vorland in 2002, was about the use of authentic materials in ESL classrooms; the purpose of this fourth study was to show how authentic materials could be successfully used in ESL classroom.

In this study, a copy of authentic material was given up to each pair of students with a group of questions of the contents in the copy, so students worked to get necessary information to answer questions. This study could prove that students worked better, harder and more enthusiastically in couples than individually. The students could help each other in one way when one had the ability to extract information from the handout while the other has the ability to complement the first one. The students contributed with their ideas to solve the classwork in the best way.

When students received the material, the teacher gave them a brief explanation about the work such as the importance of the table of contents in a pamphlet or the legend in a map. The teacher helped students with their questions while students were working. The teacher helped students giving comments in order to make the task easier.

The material was collected with questions and the most difficult questions were discussed with the class in order to get students to understand the answers. The authentic material would be effective if the questions are well elaborated. There were different types of questions for students such as four questions, cultural and personal choice questions, challenging questions, multiple choice, one word answer, written answer, lists, factual, analytical, personal preference, conversion, and obvious.

To conclude, these materials had complemented English classes by creating positive attitudes in learning. These materials gave students the opportunity to practice English getting confidence in their abilities, they also helped students to find proper information. In addition, they gave learners the confidence to be able to function in an English-speaking society.

The study done by Zaid in 2007 was about the use of webquests. The purpose of the last study was to explore the organization of email exchanges and online reading by using webquest developing reading and writing college students. In this study, thirty fourth level students were chosen because of their basic computer skills to participate in the experimental group and other students of the same level, were randomly assigned to the control group. This study showed qualitative and quantitative results about the effective use of internet based in learning instruction. The study used a WebQuest theory model and involved online reading and e-mail for developing reading and

writing skills in EFL students. The experimental group used Pre-test-Post-test Control Group design that involved one treatment group.

The data obtained were analyzed using tests, averages, weighted percentages. The qualitative analysis used students' e-logs and the instructor' diary. The E-logs were to pre-review assessment sheets with items scaled from awesome to aweless on a five-point Lickert Scale to peer-evaluate learners' performance during the session and after it. Teachers used their diaries to record one's classes such as activities and language being taught, problems experienced with students, and so on so, they can find solutions to solve those problems.

As a result, the research literature on email in writing and webquests in reading online is sparse. Each learner had different preferences to learn and teachers had to take into consideration their age, major preferences and expectations about teaching and learning methods. Also teachers had to consider learners' styles because all of them react in different ways and they learn for distinct motivation.

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		X
	pictures	✓	
	charts (wall)	✓	
	handouts		X
	posters	✓	
	word cards	✓	
	white/black board	✓	
	projector	✓	
Audio	songs	✓	
	dialogues		X
	stories	✓	
	tales	✓	
Audiovisual	videos	✓	
	movies		X
	documentaries		X
Realia	objects(toys, plants, fruits)		X
Online	websites		X

Author: Deysi Apunte

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

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

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

Author: Deysi Apunte

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

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

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

Author: Deysi Apunte

Source: 1st year

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

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

Author: Deysi Apunte

Source: 2nd year

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

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

Author: Deysi Apunte

Source: 3rd year

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

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

Author: Deysi Apunte

Source: 1st year

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

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

Author: Deysi Apunte
Source: 2nd year

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

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

Author: Deysi Apunte
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	0
	power point presentations	1	1
	maps	0	0
	pictures	0	0
	charts	1	3
	handouts	0	1
	posters	1	0
	word cards	2	0
	white/black board	4	1
	projector	0	2
Audio	songs	0	0
	dialogues	0	0
	stories	0	0
	tales	0	0
	Cd player	0	1
Audiovisual	videos	0	1
	movies	0	0
	documentaries	0	0
Realia	objects(toys, plants, fruits)	0	0
Online	websites	0	0
TOTAL		10	10

Author: Deysi Apunte

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards	2	1
	power point presentations	1	2
	maps	0	0
	pictures	1	0
	charts	2	0
	handouts	0	1
	posters	2	1
	word cards	1	0
	white/black board	1	0
	projector	0	0
Audio	songs	0	0
	dialogues	0	0
	stories	1	0
	tales	1	0
Audiovisual	videos	0	3
	movies	0	0
	documentaries	0	0
Realia	objects(toys, plants, fruits)	0	0
Online	websites	0	1
TOTAL		12	9

Author: Deysi Apunte

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards	1	1
	power point presentations	0	0
	maps	0	0
	pictures	0	1
	charts	2	1
	handouts	0	1
	posters	0	0
	word cards	3	0
	white/black board	4	1
	projector	1	0
Audio	songs	1	0
	dialogues	0	0
	stories	0	0
	tales	0	0
	Cd player	0	2
Audiovisual	videos	1	1
	movies	0	0
	documentaries	0	0
Realia	objects(toys, plants, fruits)	0	1
Online	websites	0	0
TOTAL		13	9

Author: Deysi Apunte

Chart twelve: Frequency of use of supplementary material.

	Public (f)	Private (f)	TOTAL	
			f	%
1 st	10	10	20	31,74 %
2 nd	12	9	21	33,33 %
3 rd	13	9	22	34,92 %
TOTAL	35	28	63	100 %

Author: Deysi Apunte

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards	1	2	1	4	11,11 %
	power point presentations	1	1	0	2	5,55 %
	maps	0	0	0	1	2,77 %
	pictures	0	1	0	1	2,77 %
	charts	1	2	2	5	13,88 %
	handouts	0	0	0	0	0 %
	posters	1	2	0	3	8,33 %
	word cards	2	1	3	6	16,66 %
	white/black board	4	1	4	9	25 %
	projector	0	0	1	1	2,77 %
Audio	songs	0	0	1	1	2,77 %
	dialogues	0	0	0	0	0 %
	stories	0	1	0	1	2,77 %
	tales	0	1	0	1	2,77 %
	Cd player	0	0	0	0	0 %
Audiovisual	videos	0	0	1	1	2,77 %
	movies	0	0	0	0	0 %
	documentaries	0	0	0	0	0 %
Realia	objects(toys, plants, fruits)	0	0	0	0	0 %
Online	websites	0	0	0	0	0 %
TOTAL		10	12	13	36	100 %

Author: Deysi Apunte

Chart fourteen: 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	0	1	1	2	7,40 %
	power point presentations	1	2	0	3	11,11 %
	maps	0	0	0	0	0 %
	pictures	0	0	1	1	3,70 %
	charts	3	0	1	4	14,81 %
	handouts	1	1	1	3	11,11 %
	posters	0	1	0	1	3,70 %
	word cards	0	0	0	0	0 %
	white/black board	1	0	1	2	7,40 %
	projector	2	0	0	2	7,40 %
Audio	songs	0	0	0	0	0 %
	dialogues	0	0	0	0	0 %
	stories	0	0	0	0	0 %
	tales	0	0	0	0	0 %
	Cd player	1	0	2	2	7,40 %
Audiovisual	Videos	1	3	1	5	15,52 %
	Movies	0	0	0	0	0 %
	Documentaries	0	0	0	0	0 %
Realia	objects(toys, plants, fruits)	0	0	1	1	3,70 %
Online	Websites	0	1	0	1	3,70 %
TOTAL		10	9	9	27	100 %

Author: Deysi Apunte

DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

The following analysis was carried out to investigate the supplementary materials used in EFL public and private high schools. Two important aspects were taken into account to develop this analysis: the qualitative and quantitative analysis.

The qualitative analysis identified if the materials were pertinent; that it means the importance of the material in relation to the content. Appropriateness that it means students' level and understanding. Also it analyzed if materials were well elaborated and correctly designed for students to understand the knowledge.

The quantitative analysis refers to the comparison of the use of supplementary materials in first, second and third years of senior high school, in public and private high schools. This analysis also includes the opinions of teachers and students about the use and importance of supplementary materials in class. This information was taken from surveys applied to them. The most used materials in the three years in public and private high schools were analyzed.

Qualitative Analysis

Public High School

1st Year

Power Point Presentations

This supplementary material was used in the first observed class. The topic was *First Conditional*, and the objective of this class was to identify present and future times to talk about possibilities.

At the beginning, the teacher asked students to think about unreal situations or dreams to come true. The students participated saying their situations and wishes. This activity took no more than five minutes and it helped students to understand that first conditional refers to situations that are not real. After that, the teacher introduced all the

information related to this topic in slides. She read and explained the use of first conditional and grammar rules with examples. Then, she asked students some examples in order to evaluate if they learned the explained by the her. Finally, the teacher asked students to complete some sentences orally.

The use of this material was pertinent for the students' level because it was related to the content they were learning and they could understand and practice the grammar structure with the examples given. It helped the teacher to carry on the objective of the class.

The material used was appropriate because students could reinforce the knowledge and they could participate individually reading and completing sentences in oral form.

The teacher used a pointer to show students the slides. The quality of the slides was not so good, that is why the students had problems to read and see the information and the examples on them.

White/black Board

This supplementary material was used in the first observed class. The topic was *First Conditional*, and the objective of this class was to identify present and future times to talk about possibilities.

The teacher started the class asking students to say unreal situations and the future possibilities to these situations. After that, she divided the board in two columns. She wrote real situations in the first column and future possibilities in the second column. Then she asked some students to write the real situations in the corresponding column and other students wrote the future possibilities to each situation. Later, she explained students how to connect the two ideas to make sentences. Finally, the students wrote on the board sentences using the ideas on it.

The use of this material was pertinent because the students wrote sentences related to the topic and they could understand the grammar structure.

The material was appropriate because the students could connect sentences with the unreal situations and the future possibilities they gave. This participation helped them to understand the learned in class.

The board was in good condition because the students could write the sentences easily.

This supplementary material was also used in the third observed class. The topic was *Simple Present vs. Past Tense* and the objective was to differentiate sentences in present and sentences in past tense.

She divided the board in two columns. She wrote Present Tense as a title in the first column and Past Tense as a title in the second column. After that, she asked a group of students to write sentences in present in the present column. Another group of students changed the present sentences into past sentences in the past column. The teacher checked the mistakes and asked students to correct them. Finally, she asked students to write their own sentences.

The use of this material was pertinent because the teacher wrote information and examples on it about the topic. This examples helped students to understand the grammar structure to write sentences.

This material was appropriate because students participated in class writing sentences on the board and using different colors of markers to identify the grammar structure well.

The quality of the material was in good to write the examples and to encourage the participation of the students.

This supplementary material was also used in the fourth observed class. The topic was *Present Tense vs. Present Continuous*. The objective was to use verbs and time expressions in the appropriate tense.

The teacher started writing two examples on the board using color markers to write some words such as the verbs and the time expressions to each kind of sentence. She wrote a sentence in present tense in one part of the board and a sentence in present continuous. After that, she asked students to find the difference between the two grammar structures. The students told her about the differences and then she explained that the first example was in simple present and the other example in present continuous. Later, the teacher asked students to give oral examples and encouraged them to write similar sentences on the board. The students participated in groups to give the examples.

This material was pertinent for the students' level because the teacher used the board to explain the grammar structure that was related to the topic and the objectives. These examples were useful for students to comprehend the grammar structure.

This material was appropriate because she wrote examples and students could identify the different time expressions in each tense. Not all the students could participate because of the class was over.

The quality of this material was in good condition to write the examples. The teacher used different color markers to explain the class.

This supplementary material was also used in the fifth observed class. The topic was *Past Simple and Past Continuous* and the objective of this class was to use both tenses in a complete sentence. The teacher started the class explaining that there are actions that interrupt other actions. Some students did not understand the grammar structure at the beginning that is why the teacher decided to explain it writing examples on the board. The

students could understand the explanation better and most of them could say sentences correctly. Students also wrote examples on the board to practice the explained by the teacher.

This material was pertinent because it contained examples related to the topic and the objective. These examples helped students to understand the grammar structure and to practice saying and writing sentences on the board.

The material was appropriate for the students' level because the examples written on the board were useful for students to practice the grammar structure.

The board was useful to write important information and examples.

Charts

This supplementary material was used in the second observed class. The topic was *Simple Present Tense* and the objective of this class was to talk about routines using adverbs of frequency. The teacher introduced the class showing students the information related to the topic on a chart. She asked some students to read the information on it and then, they gave examples using the adverbs of frequency always, sometimes, never, usually, and often. After that, students wrote examples on the notebook to reinforce the knowledge.

The material was pertinent for the class because it contained the necessary information to explain the simple present tense and to apply the learned in written examples. Students could understand the grammar structure because of the teacher explanation and the motivation they received to participate and make sentences.

The material was appropriate for students' level because the sentences were understandable, and the students felt motivated to participate, but not all of them could participate saying sentences.

The design and elaboration of this supplementary material, was in good condition to teach the class.

Posters

This supplementary material was used in the second class. The topic for this class was *Simple Present Tense* and the objective was to talk about routines using adverbs of frequency. The teacher started class by showing students a poster that contained sequence actions. The teacher motivated students to take turns and tell the story using their own words in present. Students felt confused because the actions in the poster were in past. So, they mixed present and past tenses.

The material used was not pertinent because the teacher asked students tell the story in simple present tense and the poster had nothing to do with the topic they were studying.

The material was not appropriate because students felt confused at the moment they had to structure sentences.

The material used was old and it did not have a good visibility to work.

Word Cards

This supplementary material was used in the third observed class; the topic for this class was *Simple Present Vs Past Tense* and the objective was to differentiate sentences in present tense and sentences in past tense.

The teacher asked students to work in groups. The teacher divided the class in two groups. The teacher gave word cards to the first group of students; they had to say sentences in present. Then, the teacher asked the second group of students to change these sentences into past.

The material was pertinent because the use of word cards helped students to reinforce the grammar structure and to differentiate sentences in simple present tense and past tense.

The material was appropriate because the use of this material was necessary to catch the information and this activity encouraged students to participate in class.

The quality of this supplementary material was well elaborated according to the students' level.

This supplementary material was also used in the fourth observed class. The topic was *Present vs. Present Continuous*. The objective was to use verbs and time expressions in the appropriate tense. At the beginning of the class the teacher explained the topic to the students writing important information and examples on the white board.

The teacher asked students to pay carefully attention to the time expressions used in the present sentences and in the present continuous sentences.

After that, the teacher gave students word cards to work in groups. The teacher asked each group to use the word cards to make similar sentences as the ones written on the board. The word cards that contained the time expressions had different colors.

At the end students had to show the sentences to the rest of the class in order to check the grammar structure and to correct mistakes.

The material used by the teacher was pertinent because it contained the necessary information about grammar explanation. The examples written on the board helped students to understand the grammar part.

The use of this supplementary material was appropriate, because students felt motivated to participate in class. Besides this activity was helpful to practice and reinforce the knowledge.

The design of this material was good for students to comprehend the knowledge given.

Flashcards

This supplementary material was used in the fifth observed class. The topic was *Past Simple and Past Continuous* and the objective was to use both tenses in complete sentences. The teacher explained students that there are actions that interrupt other ones. The teacher pasted some flashcards on the white board to explain the topic. Then, she wrote information under each flashcard in order to analyze the grammar structure. After that, she used more flashcards and asked students to make sentences using the grammar structure correctly.

This material was pertinent because it contained the necessary information to explain the grammar structure and to make complete sentences.

The material was appropriate because students felt motivated to participate in class using flashcards with different actions in each one.

The flashcards used were clear to identify the different actions on each one.

Learning Styles

Most of the materials used in this course have been chosen by the teacher to solve students' difficulties in learning. Besides, most of these materials were very important to obtain students' attention. These supplementary materials helped students to understand and reinforce the knowledge because the teacher encouraged students to participate more in class in order to solve their problems. It was a kind of difficult for the teacher to consider each student learning style because of the number of students in each class and the time.

2nd Year

Pictures

These supplementary materials were used in the first observed class. The topic for this class was *Past Perfect Tense* and the objective was to differentiate between simple past and past perfect in order to use these verbal tenses in complete structures.

The teacher started the class showing pictures to students about some actions. She used the board to write two examples: one in past and the other in past perfect using the pictures. The teacher explained that there are actions that happened in the past. She also explained that there are actions that happened in the past, but continue at present. The teacher encouraged students to find differences between the two grammar structures. After that, the teacher asked students to participate giving similar sentences.

This material was not pertinent because the pictures were not related to the grammar structure. It was difficult for students to give similar examples as the ones written on the board.

The material was not appropriate for the students' level because they could not participate saying sentences and the activity that the teacher proposed, did not have the results expected.

The pictures did not have the best quality to be used. As a result, they were not useful.

Charts

This supplementary material was used in the first class. The topic for this class was *Past Perfect Tense* and the objective was to differentiate between simple past and past perfect in order to use these verbal tenses in complete structures. The teacher presented the class a wall chart with the explanation about the grammar structure and some examples.

The teacher asked some students to read the information. Then, she asked most of the students to mention similar examples from the wall chart.

This material was pertinent because the chart contained information about the grammar structure and the students could form sentences like the ones written on the wall chart.

The wall chart was appropriate because most of the class could participate saying examples. Besides, most of the students understood the grammar structure.

The design and elaboration of this material was good and clear for students to understand the structures better.

This supplementary material was also used in the fourth observed class. The topic was *Simple Present* and the objective was to talk about routines and to use verbs in written and oral exercises. The teacher explained the grammar structure about simple present. After the explanation, she asked students for more examples. Then, the students had to write sentences on their notebooks as a classwork using affirmative, negative and question form, and short answers. Finally, the teacher sent a homework that consisted in writing five sentences in simple present tense in affirmative, negative, question form and the answers.

The wall chart was pertinent because it contained information about simple present and examples about it. Besides, the students understood the grammar structure.

The topic was not appropriate for students because they learned the same grammar structure some classes ago. So, they felt bored and tired to check the same topic again.

This material was in good condition and allow students to comprehend the grammar structure.

Stories

This supplementary material was used in the first class. The topic for this class was *Past Perfect Tense* and the objective was to differentiate between simple past and past perfect in order to use these verbal tenses in complete structures. The teacher turned on a CD in order to listen to a story. The students listened to an easy short story that contained structures in past tense. The teacher encouraged students to write this story on their notebooks in past perfect tense using the information on the wall chart presented before. The teacher paused the story sometimes in order for students to identify well the sentences in past.

The material was pertinent because it contained important information related to the grammar structure. With this story, students remembered verbs in past and past participle and they reinforced the knowledge.

The material was appropriate for the students' level because they felt motivated to participate in class. Although not all the class could participate because of the time.

The quality of the CD was good and the audio was clear to comprehend and learn the grammar structure.

Power Point Presentations

This supplementary material was used in the second observed class. The topic was *First Conditional* and the objective was to talk about future possibilities in affirmative and negative statements and develop speaking skills using the given structure. The teacher started the class projecting some slides with information and examples about first conditional. Then, the teacher asked students to give examples orally in order to practice. Finally, the teacher showed students some slides that contained incomplete sentences. The students had to complete the sentences by reading and choosing the correct option.

The material was pertinent because it had direct relation to the topic. This information helped students to comprehend the grammar structure better.

The material was appropriate because students knew how to use the computer and the projector. This activity activated their participation.

The visibility of the material was not very clear for students because the information on the slides were written in small letter to read.

Flash Cards

This supplementary material was used in the third observed class. The topic was *Simple Past Review* and the objective was to use regular and irregular verbs. The material was pertinent because it was related to the grammar structure. The teacher showed some flash cards about regular and irregular verbs. The teacher encouraged students to remember the past of those verbs. The teacher also asked students to identify regular and irregular verbs. At the end, students formed sentences in past form using the white board.

The material was pertinent because it was related to the grammar structure. The students identified most of the verbs and they wrote sentences in past.

The pictures were not adequate for this level because the flashcards were very simple and the students did not feel motivated to participate actively in class. As a result, they started to desperate to give their examples. Besides, there was a little indiscipline among students.

The quality of this material was not good because the pictures were not clear.

This supplementary material was also used in the fifth observed class. The topic was *Simple Present Tense* and the objective was to write sentences in simple present tense using third person in singular. The flash cards were about singular persons and action verbs. The

teacher used the white board to paste the flash cards. Then, the teacher gave some examples and asked students to look at the pictures in order to say sentences using the personal pronouns he, she and it in affirmative form. The teacher encouraged students to pay special attention to the form of the verbs when they are next to the personal pronouns he, she, and it.

This material was pertinent because it was related to the topic, and the students could say sentences easily.

This material was not appropriate for the students' level because this material did not interest students. This material did not motivate students at all.

The visibility of this material was not in good condition.

Posters

This supplementary material was used in the third class. The topic was *Simple Past Review* and the objective was to use regular and irregular verbs.

After students worked with the flashcards, the teacher showed a poster that contained past events. The teacher encouraged students to describe the poster saying sentences in past. Also, the teacher motivated students to work in pair in order to ask and answer questions using the short form. Finally, the teacher sent a homework related to the topic.

The material was pertinent because the students remembered how to make sentences in past using the correct form of the verb.

This material was appropriate because they felt motivated to work with their classmates asking and answering questions. Besides, this activity helped them to reinforce the knowledge acquired before.

The images on the poster were clear to understand the topic. It was in good condition to work.

This supplementary material was also used in the fifth observed class. The topic was *Simple Present Tense* and the objective was to write sentences in simple present tense using third person in singular. After the use of flashcards, the teacher showed students a poster with information and examples about simple present. The teacher asked some students to read the information on the poster. Then, she motivated students to say and write sentences on the board in order to practice. Finally, the teacher asked students to write sentences on their notebooks as classwork and as homework.

This material was appropriate because the poster contained some sentences in simple present tense in affirmative, negative, question form and the answers. The information on the poster helped students to write the sentences correctly.

The material was not appropriate for the students' level because most of them did not pay attention in class. The students did not feel motivated to participate actively in class. The visibility of the poster was not very clear.

Word Cards

This supplementary material was also used in the third class. The topic was *Simple Past Review* and the objective was to use regular and irregular verbs. After the activity with the poster, the teacher divided the class in two groups. The teacher gave word cards that contained regular verbs in simple form, past form and past participle form to the first group. Then, she gave word cards that contained irregular verbs in simple form, past form and past participle form to the second group. The teacher encouraged students to participate giving the meaning of the verb in Spanish and saying a sentence in affirmative, negative and question form. The activity was long, so not all of the students could participate.

The material was pertinent because it was related to the topic. This activity helped students to reinforce the knowledge.

The material was appropriate for the students' level because the class felt motivated to work.

The elaboration and design of this material was good for students to remember the verbs and reinforce the grammar structure.

Tales

This supplementary material was also used in the third class. The topic was *Simple Past Review* and the objective was to use regular and irregular verbs. The students told students that they were going to listen to a tale. The teacher repeated the tale for three times. And then, the teacher asked questions about it using past tense and encouraged students to answer.

The material was not pertinent because it did not contain useful information about the grammar structure.

The material was not appropriate because, the students could not understand the tale well. This activity did not motivate students to participate in class.

The quality of this material was not good because the pronunciation was not clear.

White/black Board

This supplementary material was used in the fifth observed class. The topic was *Simple Present Tense* and the objective was to write sentences in simple present tense using third person in singular. The teacher wrote affirmative, negative, and questions sentences on the board with their answers in order to explain the grammar structure. After the explanation, the teacher asked some students to write affirmative sentences on the board.

She asked others to change the sentences into negative and question form. Finally, the teacher asked the rest of the students to answer the questions.

The material was pertinent because it was related to the grammar structure. The teacher used different coloring markers in order to explain the class better. The students understood the grammar part.

The material was appropriate because, the class felt motivated with this kind of activity that allowed them to participate actively in class. The material was in good condition to write all the information on it.

Learning Styles

Some of the materials used in this year have been related to the learning styles because students felt motivated with the different activities they developed to understand the knowledge. The teacher took into account the differences in learning. These materials helped students to increase their level of English in speaking and in writing form. In the other hand, a few materials did not give students the enough motivation to understand the class better. That is why some students confused and did not have enough interest in learning.

3rd Year

Projector

This supplementary material was used in the first class observed. The topic was *First Conditional* and the objective was to talk about future possibilities and to use the given structures in complete sentences.

The teacher used the projector to show students information and examples about the topic. She asked some students to read the information. Then, the teacher explained the examples and told students that the grammar structure is used to talk about unreal

situations. Later, the teacher encouraged the class to participate orally saying more examples. After that, the teacher motivated students to write examples on their notebooks. Besides, she sent homework related to the classwork done in class.

The projector was pertinent because it contained important information about the topic learned. The class interacted saying examples about future possibilities and this activity motivated students participate and understand the grammar structure.

The use of the projector was appropriate for the students' level because the projector was useful to practice in class and it let students to participate more actively in class.

The material was in good condition to use and the information projected was clear to read and understand.

Videos

This supplementary material was used in the first observed class. The topic was *First Conditional* and the objective was to talk about future possibilities and to use given structures in complete sentences.

The teacher started the class introducing a video about Bonanza sitcom. The teacher explained that this video contained scenes in which students could identify the use of "if". The students watched the video for three times, but they could not identify sentences related to future possibilities.

The use of this material was pertinent because it was related to the topic.

The video was not appropriate for the students' level because students did not understand the pronunciation well. Besides, there was not enough information about if conditional. The students felt confused because they could not identify the grammar structure and they found difficulty in talking about future possibilities.

Talking about the quality of the material, the video was not so clear to understand and did not help students to comprehend the lesson topic.

Word Cards

This supplementary material was used in the second observed class. The topic was *Present Perfect* and the objective was to learn the present perfect tense in order to talk about actions that happened in the past and continue at present.

The teacher started the class giving students word cards that contained the verbs in the three times (simple form, past ad past participle form). After that the teacher explained the grammar structure using the white board and coloring board markers to write the auxiliary have or has and the verbs in past participle form.

After the explanation, the teacher asked students to recall the definition of each verb. The teacher had to help students in some cases because the students did not remember the meanings of some verbs. Finally, the teacher asked students to say examples and to write them on the board.

The use of this material was pertinent because it was related to the grammar structure and it helped students to talk and write about actions in the past that continue at present. Students could participate giving examples using the word cards. Students also reinforce the knowledge when they remembered the meaning of the verbs.

The word cards were appropriate because the students felt motivated to participate in class and the activity helped them to understand the grammar structure well.

The word cards were clear and well elaborated. The verbs were written with big letters and it allowed students to work actively in class.

This supplementary material was also used in the third class observed. The topic was *Past Perfect* and the objective was to use the past participle verb forms in sentences.

The teacher started the class explaining students the grammar structure by writing it on the board. The teacher wrote an example in present perfect and an example in past perfect. After that, the teacher divided the class in four groups and she gave word cards to each group. Each word card contained a word. The teacher asked students to make sentences following the examples on the board. The activity confused students because the teacher's explanation was not clear, so they could not say the sentences correctly.

The material was pertinent because it contained important information about the topic, although the objective was not accomplished.

The word cards were not appropriate because the students did not feel motivation to work in groups. students felt desperation because it was difficult to make the sentences correctly.

The elaboration and design of this material was not so good because the words written on each word card were not clear and the students did not understand how to form sentences.

This supplementary material was also used in the fourth observed class. The topic was *Going to and Will* and the objective was to talk about future activities.

The teacher started the class motivating students to talk about future events. She explained that "going to" is used to talk about future plans, and "will" is used to talk about futures possibilities. The students said sentences and after the speaking part, the teacher divided the class in two groups. The teacher asked the first group to make sentences using "going to" and she asked the second group to make sentences using "will." The teacher gave each group word cards to make the sentences. Finally, the teacher asked students to present the sentences done to the class.

The material used was pertinent because the information was related to the grammar structure. The students could understand the use of “going to” and “will” easily.

The material used was appropriate because students could participate actively in class and they enjoyed working in groups.

The design and elaboration of this material helped students to comprehend the grammar structure.

White/black Board

This supplementary material was used in the second observed class. The topic was *Present Perfect* and the objective was to learn the present perfect tense in order to talk about actions that happened in the past and continue at present.

The teacher used the white board to write information about present perfect. Also the teacher wrote some examples in affirmative, negative, question form and the answers on the white board using coloring markers to explain well the grammar structure. After the explanation, the teacher asked some students to give examples in affirmative form, and other students changed those sentences into negative and question forms taking turns. The rest of the class answered the questions. Finally, she asked some students to write examples on the board.

The material was pertinent because it had directly relation to the topic and the objective of the class. The students could make sentences taking into account the examples on the board.

The white board was appropriate because students used it to write examples. Besides, the use of this material helped students to participate actively in class and to. It was a new topic for the students and the use of the white board helped them to practice the grammar structure.

The white board was in good condition and it was useful for the teacher purposes because she could write the information and the examples clearly.

This supplementary material was also used in the third observed class. The topic was *Past Perfect* and the objective was to use the past participle verb forms in sentences.

The teacher used the white board to write draw a chart that contained information about the topic and examples in affirmative, negative, question forms and answers. The teacher asked students to pay special attention in the grammar structure. Then, the teacher asked for examples and the students participated taking turns. The students had a little problem in saying sentences, but the teacher gave more examples and corrected the mistakes using Spanish in order to explain better the grammar structure. After that, the students wrote examples on the board. Finally, the teacher sent homework in order to reinforce the knowledge.

The material used was pertinent because it was related to the topic and the objective of the class. The examples written on the board were useful to comprehend the grammar structure.

The material was appropriate because the students felt motivated to participate in class giving examples. Besides, the students reinforced the knowledge with the examples written on the board and the corrections checked.

The use of the white board was good and it let students to write the examples clearly.

This supplementary material was also used in the fourth class observed. The topic was *Going to and Will* and the objective was to talk about future activities.

The teacher used the board to write information about going to and will. After that, the teacher used the white board to write some examples, and she used coloring markers to

write the words going to and will. Then, the teacher divided the class in two groups in order to play a game. The game consisted in saying sentences with going to and will. She asked the first group to give examples with going to, and she asked the second group to give examples using will. Then, five students from each group were chosen to write the examples on the board. The mistakes were corrected in order to reinforce the knowledge.

The use of this material was pertinent because it contained information about the topic. This material helped students to pay attention in the grammar structure to give examples and to write them on it.

The material was appropriate and useful because the students could participate actively giving and writing examples. The students felt motivated to work in groups because the activity encouraged them to play the game.

The quality of the material was the best to carry on the purposes of the class.

This supplementary material was also used in the fifth observed class. The topic was *Passive Voice and Verb Tenses Review* and the objective was to talk about facts or events done by somebody else.

The teacher used the white board to write some examples in different tenses (present, past, future) in order to remind students the use of the verbs in each tense. The students gave examples taking turns. After that, the teacher erased the board and divided it in two parts in order to write some active sentences in one side of the board and passive sentences in the other side of the board. The students took turns to give similar examples as the ones written on the board. Later, the teacher asked some students to pass and write active sentences, and she asked other students to change those sentences into passive sentences.

The material was pertinent and useful to practice the grammar structure and to remember the verbs in past participle form.

The material was appropriate because the teacher motivated students to participate writing sentences on the board to reinforce the knowledge.

The board was in good condition to write the sentences.

Songs

This supplementary material was used in the second observed. The topic was *Present Perfect* and the objective was to learn the present perfect tense in order to talk about actions that happened in the past and continue at present.

This activity was not planned and it was done at the end of the explained class after used the white board. After the explanation on the board and the participation of the students, the teacher asked a student to sing a song for the class observer in order to give welcome to her. The student sang the song “Imagine” showing his excellent pronunciation and good attitude to participate in class.

The song sang was not pertinent because the song did not contain any information about the grammar structure.

This material was appropriate for the students’ level because the students felt comfortable and relaxed with this activity although this did not talk about the topic checked.

The quality of this material was good despite of it was not planned to use.

Charts

This supplementary material was used in the fourth observed class. The topic was *Going to and Will* and the objective was to talk about future activities.

The teacher started the class introducing a chart with information about going to and will. Also, the chart contained examples about the two grammar structures. The teacher explained the two grammar structures and she asked students to give more examples. After

that, the teacher divided the class in four groups of seven students. The teacher encouraged each group to play a game; the game consisted on writing five sentences with going to and five sentences with will on a sheet of paper. The teacher explained that the group that the group that wrote all the sentences correctly would be the winner.

The use of the chart was pertinent because the it contained information about going to and will and it also had examples that permit students to comprehend the two grammar structures.

The chart was appropriate because the students felt motivated doing this activity. The students enjoyed playing and learning at the same time.

The elaboration and design of the chart was so clear that helped students to learn and reinforce the knowledge.

This supplementary material was also used in the fifth observed class. The topic was *Passive Voice and Verb Tenses Review* and the objective was to talk about facts or events done by somebody else.

The teacher introduced the topic on a chart. The chart contained information about passive voice and examples of active and passive sentences. The teacher explained that in this kind of sentences, the verb to be is combined with past participle verbs. She gave more examples and encouraged students to say similar examples. After that, she introduced another chart that contained only active sentences. She asked some students to identify the verbs in each sentence. Then, she asked other students to complete the chart writing the passive form of these active sentences using coloring markers for the verb to be and the verb in past participle form. Finally, Students wrote examples on their notebooks.

The material used was pertinent because it contained information about the topic. Besides, the information written on the chart and the examples given were useful for students to understand the grammar structure.

The material used was appropriate because the activity let students to participate in class actively. The students felt motivated to give examples, to write examples on the chart and on their notebooks.

The design and elaboration of the chart was good and clear to understand.

Flash Cards

This supplementary material was used in the fifth observed class. The topic was *Passive Voice and Verb Tenses Review* and the objective was to talk about facts or events done by somebody else.

The teacher gave students some flashcards that contained products from different countries. The teacher wrote some examples on the board, and then, she asked students to give similar examples. Some students got confused, but the teacher helped them to correct the mistakes. The teacher encouraged them to write examples on the board using the flashcard given. So, the students pasted the flashcard on the board and wrote a sentence next to it. Finally, the students copied the examples on their notebooks. Besides, they wrote more examples on their notebooks.

The use of this material was pertinent because the flashcards were useful to give and write sentences about the topic. Besides, the students remembered the verbs in past participle.

The use of the flashcards was appropriate because the activity done, helped students to understand the grammar structure and this activity encouraged them to give and write examples.

The elaboration and design of the flashcards were good and clear.

Learning Styles

Most of the materials used in this year have been related to the learning styles because students could participate actively in class, and the different activities not only motivated students, but also helped them to learn more. Besides, teachers took into consideration the differences in learning among students. That is why teachers applied their creativity to elaborate and use some supplementary materials in order to teach the topics in a better way. With this kind of activities, students realized that learning English is important for them. Only a few materials did not give students motivation to understand the class because they were not chosen correctly.

Private High School

1st Year

Power Point Presentations

This supplementary material was used in the first observed class. The topic was *The Future as Simple Present* and the objective was to identify the future as present simple in sentences.

The teacher introduced the topic on slides. She asked some students to read the information and then she explained it with some oral examples. After that, she asked some students to read incomplete sentences on the slides in order to identify well the grammar structure. Then, students had to complete the sentences on the slides with going to. The students completed the sentences using markers because the sentences were projected on the board so, they passed and wrote the information missing. Finally, the students gave their own examples.

The material was pertinent because it was used to teach the grammar structure. Most of the students could participate and most of them understood it.

The material was appropriate because felt motivated to participate in class. Besides, students enjoyed the class with this kind of activity.

The material used was clear and understandable and it caught the students' attention.

Projector

This supplementary material was used in the first observed class. The topic was *The Future as Simple Present* and the objective was to identify the future as present simple in sentences.

The teacher used this material to introduce the topic projecting information that contained the grammar explanation, examples and exercises. The teacher asked some students to read the information and the examples. Then, she asked them for more oral examples. After that, the students took turns to complete the exercises projected using the correct verb to be and going to. The teacher gave them board markers to complete the sentences that were projected on the board. Finally, the teacher asked them to write sentences on their notebooks.

The material used was pertinent because the information projected was about the topic and the exercises the students had to complete were useful to reinforce the knowledge.

The use of the projector was appropriate because it helped students to acquire the knowledge in a different way. Besides, they felt motivated to participate completing the exercises projected and to write more example on the board.

The material was clear and useful because the teacher could explain the class easily and the students could read the information without any kind of difficulty.

This supplementary material was also used in the second observed class. The topic was *The Future as Present Continuous* and the objective was to recognize the present continuous in paragraphs.

The teacher read and explained using the board. The teacher wrote some examples, and asked students to give and write examples too. Then, the teacher projected on the board some paragraphs that contained sentences in future as present continuous. She asked students to identify and highlight these sentences using the computer. After that, she projected more paragraphs in simple present and students had to change these sentences using future as present continuous orally. Not all the class could participate because of the time.

The material was pertinent because the teacher projected information about the topic. When the students participated orally, they could practice the grammar structure. The paragraphs projected helped students to identify and reinforce the learned.

The material was appropriate for the students' level because they could work well and they felt motivated to with the use of this material and the activity done.

The quality of the material was in good condition. The information projected was clear to read and understand.

White/black Board

This supplementary material was used in the second observed class. The topic was *The Future as Present Continuous* and the objective was to recognize the present continuous in paragraphs.

The teacher introduced the topic explaining the grammar structure and writing three examples on the board using colorful markers for the verb to be and for the verbs in –ing form. Then, the teacher asked some students to say and write similar sentences as the ones written on the board. Other students identified the verb To Be and the verbs with –ing form by circling them. After that, the teacher erased the board and wrote a short paragraph. She asked students to identify and underline the sentences in future as present continuous using coloring markers. Finally, students wrote their own paragraphs on their notebooks.

The material was pertinent because the information written on it was useful to comprehend the topic. The examples were useful too because the students could form sentences and they could identify sentences in paragraphs.

The material used was appropriate because the students felt motivated to participate and they could reinforce the knowledge with the explanation and the examples given.

The board was in good condition to write the information and it was useful to write examples.

Charts

This supplementary material was used in the third observed class. The topic was *Be Going to Vs. Will* and the objective was to differentiate between be going to and will.

The teacher introduced the topic by presenting two charts in a large paper. The first chart, contained information about going to and the second chart contained information about will. The teacher reminded students that going to is used for a certain future and will is used for an uncertain future. After the explanation, the students participated giving oral examples and the teacher made them find the differences between the two kinds of grammar structures. After that, the teacher divided the class in two groups. She asked the first group to write examples with going to on a large paper. Then, she asked the second

group to rewrite the same sentences, but using will on the same large paper. Finally, the students completed the chart and she sent a similar homework.

The material was appropriate for students in the fact that they could reinforce the knowledge learned before. Besides, the students practiced the two grammar structures at home.

The material was pertinent because the students felt motivated to work in groups and they felt comfortable to do this activity that allowed them to participate actively in class. Besides, the topic taught was learned before that is why it was not so difficult to understand.

The information written on the charts were clear to read and comprehend because the teacher used coloring markers to write the main word such as going to and will.

This supplementary material was also used in the fourth observed class. The topic was *Future continuous* and the objective was to use future continuous in sentences.

The teacher introduced the topic on a large paper in a chart. This chart contained the explanation and examples about future continuous. The teacher explained the information and the examples and she asked students to take into account that after the verb will, they needed to use the verb to be plus a verb in –ing form. Students identified the verb to be and the verbs in –ing form in each example.

Then, the teacher placed another large paper with a chart that contained ten incomplete sentences. The teacher asked some students to pass and complete the sentences with the correct form of the verbs using two different coloring markers. Finally, she asked the rest of the class to give more examples orally and to write examples on their notebooks.

The use of this material was pertinent because the information explained was about the topic. Besides, the objective of the class was accomplished because the students practiced the grammar structure through oral and written exercises.

The material was appropriate because students could understand the grammar structure actively. The students felt motivated to participate in class.

The information about the topic written on the chart was clear to read and understand the topic.

This supplementary material was used in the fifth observed class. The topic was *Future Perfect Simple* and the objective was to apply future perfect simple in a text.

The teacher taught the two different forms for future perfect simple on a chart. The chart was used to explain the grammar structure and to let students identify how to identify the future present simple correctly. After the poor explanation, the teacher gave some examples using will have, and going to have. Then, the teacher asked students to give similar examples orally. Finally, the students wrote some sentences on the board with difficulty.

The material was pertinent because the grammar information presented on the chart was related to the topic, but this information was not enough to understand the class well.

The information on the chart was not clear enough and interfered with the comprehension of the topic. So, students did not feel motivated to participate in class. In the other hand, the students felt frustrated because they could not make sentences correctly.

The information on the chart was not clear to read and comprehend the class.

Videos

This supplementary material was used in the fourth observed class. The topic was *Future continuous* and the objective was to use future continuous in sentences.

The teacher explained the grammar structure on the board and asked students to give examples orally. After that, she explained students that they were going to watch a video that contained a dialogue in which they had to identify the grammar structure. The students watched the video and tried to identify sentences in future continuous, but it did not have a good sound and the pronunciation was unclear to comprehend the dialogue. That is why the teacher repeated the video three times in order to help students to comprehend what the characters said.

The material was pertinent because it contained information about the grammar structure. However, the audio was not understandable to identify the sentences in future continuous.

The material was not appropriate for the students because the students did not comprehend the grammar structure well and they did not feel motivation to participate in class.

The quality of the audio was not clear to identify the sentences in the dialogue.

Handouts

This supplementary material was used in the fifth observed class. The topic was *Future Perfect Simple* and the objective was to apply future perfect simple in a text.

After the explanation in the charts, the teacher divided the class in six groups of five students. The teacher passed out handouts to each group in order to complete sentences using future perfect simple. The students were guided to solve the first sentences because it was a somewhat difficult to be done independently. The teacher requested students to

participate completing the sentences in oral form and then, in written form. After that, students could work on the activity independently.

The material was pertinent because it contained important information related to the grammar structure. The students reinforced the knowledge because they practice the grammar structure completing sentences.

It was appropriate for the students' level because they could participate actively in class asking to the teacher when they had problems.

The handouts were printed with big letter and the exercises on it were clear and understandable to work with.

Cd Player

This supplementary material was used in the fifth observed class. The topic was *Future Perfect Simple* and the objective was to apply this tense in a text.

The teacher started the class telling students that the audio they were going to listen, contained a dialogue. The teacher used a CD player to run the audio CD. After that, the teacher asked prompted students to identify the grammar structure about future perfect simple that was explained on charts time before. The teacher repeated the dialogue for four times and then, the students could identify the grammar structure used in it. Finally, the students wrote the identified sentences on their notebooks.

The material was pertinent because it was related to the grammar structure. The students could identify the sentences in future perfect simple and they reinforced the knowledge writing the sentences on their notebooks.

The use of the Cd player was appropriate for the students' level because they enjoyed the class. This activity motivated student's participation.

The audio was not clear at the beginning of the activity. Then, students could understand it because the teacher played it several times.

Learning Styles

Most of the materials used in this school year have been related to the learning styles because the students understood the content and they could participate in class instead of the differences they have in learning. The students felt motivated to work in class because they had many resources to work and comprehend what they were learning. There were a few materials that did not help students to comprehend the class well because these materials were not used appropriately and they were used without taking into account the students' level.

2nd Years

Flashcards

This supplementary material was used in the first observed class. The topic was *Phrasal Verbs and Idiomatic Expressions* and the objective was to understand real life language in context.

The teacher started the class explaining the use of some phrasal verbs and idiomatic expressions on the board. After the explanation, the teacher asked students to work in pairs, and she gave each pair two flash cards about phrasal verbs and idiomatic expressions. Then, the teacher asked students to analyze the flashcards. Later, she asked students to give sentences using the phrasal verbs and idiomatic expressions. Some of the pairs could not give the examples because they did not remember well the meaning of some phrasal verbs and some idiomatic expressions. The teacher wanted to repeat the explanation, but the activity could not be completed because of the time.

The material was pertinent because it contained important information related to the topic and the objective.

The material used was not appropriate because students could not reinforce the knowledge. Besides, the students could not participate actively in class because they did not know some information related to the topic.

The flashcards were well elaborated and they were in good condition to work with.

Posters

This supplementary material was used in the first observed class. The topic was *Phrasal Verbs and Idiomatic Expressions* and the objective was to understand real life language in context.

The teacher started the class showing students two posters where people were talking. The teacher asked students to look at the posters and participate taking turns. The teacher told students to guess what phrasal verbs or idiomatic expressions were used in the poster. After that, the teacher made students to work in pairs in order to write the phrasal verbs and idiomatic expressions on their notebooks.

The material used was pertinent because it was related to the topic and the objective of the class. The students could guess most of the phrasal verbs and idiomatic expressions from the poster. Also, the students could reinforce the knowledge writing sentences on the board.

The use of posters were appropriate because students could reinforce the content participating in class actively. The students enjoyed the activity done.

The posters were clear to understand, and they had a good condition to work with.

Videos

This supplementary material was used in the first observed class. The topic was *Phrasal Verbs and Idiomatic Expressions* and the objective was to understand real life language in context.

After the activity with the poster, the teacher continued working in pairs and she explained students that they were going to watch a video that contained phrasal verbs and idiomatic expressions. The teacher asked students to identify some phrasal verbs and idiomatic expressions. After that, the teacher asked students to participate taking turns in order to say the identified phrasal verbs and idiomatic expressions from the video. The video had to be repeated for some times because students could not identify immediately the phrasal verbs and the idiomatic expressions. Finally, the teacher asked students to write the identified phrasal verbs and the idiomatic expressions on a sheet of paper.

The material was pertinent because it had relation to the grammar structure and to the objective of the class. The students could identify the phrasal verbs and the idiomatic expressions. Also, the students reinforced the knowledge writing the phrasal verbs and the idiomatic expressions on a sheet of paper that the teacher checked.

The use of videos was appropriate because students could participate actively in class and they could understand the topic better.

The audio of the video was clear to understand and identify the required.

This supplementary material was also used in the fourth class. The topic was *Gerunds and Infinitives* and the objective was to express someone's feelings by gerunds and infinitives.

The teacher began the class showing a video that contained lists of verbs with examples and exercises. The teacher explained that the first list of these verbs could be used

in sentences in gerund form, and she said that the second list could be used in sentences in infinitive form. Also, the teacher explained that the last list of verbs could be used in the two ways. After that, the teacher asked students to express their feelings and opinions in sentences. The students could say sentences using some of the verbs from the list. Finally, the teacher asked students to write similar examples on their notebooks.

This material was pertinent because the teacher presented a video that explained the use of infinitives and gerunds with some examples for students to comprehend the topic. Besides, the students practiced the grammar structure saying sentences and writing examples on their notebooks.

The material used was appropriate because students could participate in class actively. Also, the use of this material motivated them to work in a better way.

The video was clear and understandable for students because they could comprehend the topic and they could participate in class.

This supplementary material was also used in the fifth observed class. The topic was *Reported Speech and Indirect Questions* and the objective was to apply polite expressions in context.

The teacher started the class showing students a video. The teacher told students that the person in the video will explain the use of reported speech and indirect questions. The students watched the video and then, the teacher repeated it twice in order to clarify the students' knowledge. After that, the teacher encouraged some students to participate in class saying sentences, and then, she asked the rest of the class to report what their classmates said. The students reported the sentences with a little difficulty at the beginning of their participation. Finally, the students used the board to write examples.

The material used was pertinent because the video watched was about reported speech and indirect questions. The students participated in class reporting some speeches and writing examples on the board to comprehend the knowledge.

The material used was appropriate because then students enjoyed the activity, and they could reinforce the knowledge.

The audio of the video watched was clear and understandable to work.

Power Point Presentations

This supplementary material was used in the second observed class. The topic was *Passive Voice* and the objective was to explain the process in a product.

The teacher introduced the topic in slides and she explained the use of Passive voice giving examples in active voice and in passive voice. After that she presented some slides with products from different countries.

There was a sentence in active voice under each picture, and there was a space under each sentence where students had to write the passive voice of each one.

The students wrote the passive voice on their notebooks remembering the past participle form of some verbs. Finally, the students gave their own examples in active voice and in passive voice.

The material used was pertinent because it referred to grammar structure and the objective. Besides, the students could understand the grammar structure to make sentences in active voice and to change them into passive voice in oral and written form.

The power point presentations were appropriate to comprehend the class given. The students felt motivated to learn differently. This activity motivated the students to work well in class.

The slides projected were very clear to see and to work actively in class. The material was well elaborated and designed because it helped students to understand the knowledge.

This supplementary material was also used in the fourth observed class. The topic was *Gerunds and Infinitives* and the objective was to express someone's feelings by gerunds and infinitives.

The teacher started the class explaining students the objective of the class which was how to express feelings using gerunds and infinitives. The teacher introduced the content showing slides that contained information about the use of gerunds and infinitives with examples and exercises to complete.

The teacher asked some students to read the information taking turns. After that, the teacher asked students to give some oral examples using the information from the slides in order to practice. Then, the teacher asked other students to complete the sentences on the slides orally expressing their feelings with the correct form of the verbs.

Finally, the students worked in groups to complete an exercise.

The material used was pertinent because the teacher showed some slides with information about the grammar structure. The students practiced saying and writing sentences.

The material was pertinent because students' level because they could participate actively in class. The students felt motivated with the use of this material to work in class.

The material was clear and useful for students to understand the class. The slides were written with a big and clear letter that helped students to read the information on them easily.

Handouts

This supplementary material was used in the third observed class. The topic was *Modals and Synonyms* and the objective was to apply modal functions in context and FCE (First Certificate in English) practice.

The teacher explained the use of modals and synonyms giving some oral examples. Then, the teacher gave each student a handout with that contained two parts. The first part had information about the modals can, may, should, might with definitions and examples. And, the second part was about synonyms with definitions and examples. The teacher asked some students to read the information about modals. After that, the students had to read and complete some sentences by circling the correct option.

Finally, the teacher asked some students to read the information about synonyms. The students had to read sentences and circle the correct synonym that corresponds to the underlined words.

The material used was pertinent because it was used to reinforce the grammar explanation about modals and synonyms. The students could understand well the grammar explanation and they could complete a handout about that helped students with their understanding.

The material was appropriate for students' level because they could develop the activities easily. Besides, they felt comfortable working with this kind of material that was useful to work.

The quality and design of the handouts were with clear letter to read and they were in good condition to work.

Websites

This supplementary material was used in the third observed class. The topic was Modals and Synonyms and the objective was to apply modal functions in context and FCE (First Certificate in English) practice.

The teacher took students to the English lab in order to explain the class and she told them to turn on the computers because they were going to investigate on internet. The teacher gave students some web pages to work. The students worked in pairs in order to find information about modals and synonyms in the web pages given. The teacher told students to open worksheets about modals and synonyms. The students completed some worksheets related to FCE (First Certificate in English). The worksheets' activities were reading and circling the correct option.

The material was pertinent because it contained important information about the grammar structure. The students could complete some exercises about modals and synonyms and they could reinforce the knowledge.

The material was appropriate because the students felt motivated with this activity and they enjoyed working in groups.

The material used was in good condition to work although there was some inconvenient in finding the web pages because the internet worked slowly.

Learning Styles

Most of the supplementary materials used in this second year were used with the necessary conditions to comprehend the class. The teacher took into consideration the different learning styles for each student. Besides, the teacher found variety of materials to help students to understand, learn, and reinforce the knowledge in a better way. The students felt motivated to work in groups. Also, the students felt comfortable to work with

technology. These materials helped them to clarify some doubts and to comprehend the grammar structures well.

3rd Year

Pictures

This supplementary material was used in the first observed class. The topic was *The Passive Voice* and the objective was to recognize tenses in a paragraph and to transform sentences from active to passive voice.

The teacher started the class dividing the class in groups of three students and she provided them some photocopies with pictures about inventions. The teacher gave one picture to each group. The teacher told students to look at the pictures and to mention the inventions.

After that, the teacher asked the students to talk about the materials used in each invention. Then, the teacher gave oral examples in active voice and in passive voice. Also, the teacher used the board to write more examples. Later, each group had to say similar sentences like the examples, and write them on their notebooks.

The material was pertinent because it was related to the grammar structure. Besides, the students could practice saying oral examples and writing sentences on their notebooks.

The material was appropriate because the group work motivated students to practice and reinforce the knowledge. Also, the students found this activity interesting and funny.

The pictures on the photocopies were clear to understand the grammar structure.

Videos

This supplementary material was used in the first observed class. The topic was *The Passive Voice* and the objective was to recognize tenses in a paragraph and to transform form active to passive.

The teacher showed students a video that contained the grammar explanation of passive voice with examples. The teacher asked students to read the information and the examples. The teacher stopped the video and she asked students to give similar examples.

After the oral participation, the teacher ran the video again and it contained a group of paragraphs. The teacher asked students to take turns and identify the sentences in passive voice in the paragraphs. Finally, the teacher told students to write the identified sentences in their notebooks.

The material used was pertinent because it helped students to practice and reinforce the grammar structure. The students participated saying and writing sentences on their notebooks.

The material used was appropriate for the students' level because they could participate actively in class. Besides, the use of technology motivated students to work better in class.

The information on the video had big letters to read and the audio of the video was clear to listen and comprehend.

Flashcards

This supplementary material was used in the second observed class. The topic was *Passive Voice applied in FCE (First Certificate in English) tasks* and the objective was to perform Open Cloze and Key Word transformation FCE (First Certificate in English) tasks.

The teacher began the class showing some flashcards about products from different countries. Each flashcard had the name of the picture. The teacher asked students to look at the flashcards carefully. Then, the teacher told students to say a sentence explaining how each invention was made.

After that, the teacher gave some wrong sentences and she asked students to identify and correct the mistakes in each sentence. Finally, the students wrote the sentences on a sheet of paper that the teacher checked.

The material used was pertinent because it was related to the grammar structure. The students reinforce the grammar structure saying, identifying mistakes, and writing sentences.

The used was appropriate for the students' level because they could participate and comprehend the class better. The flashcards helped students to work well in class.

The flashcards were well elaborated and designed and they let students work actively in class.

Objects (toys, plants, fruits, balls)

This supplementary material was used in the second observed class. The topic was *Passive Voice applied in FCE (First Certificate in English) tasks* and the objective was to perform Open Cloze and Key Word transformation FCE (First Certificate in English) tasks.

This activity was developed outside the classroom. The teacher told students to sit on the yard in a circle. The teacher used a ball and she told students that they were going to play a game. The teacher told students that the game consisted in throwing the ball, catching the ball and saying a sentence in active voice.

Then, she said that the ball was going to be thrown and to be caught again in order to change the active sentence into passive sentence. The students played the game as the teacher explained.

The material was pertinent because it was used to explain the grammar structure. The students could work outside the class practicing the grammar structure.

This activity was appropriate for the students' level because they enjoyed learning with the use of a ball. Also, the students felt motivated to work and collaborate outside the class.

The supplementary material was useful and enjoyable, and it let students to participate actively in class.

Charts

This supplementary material was used in the third observed class. The topic was *Listening Vocabulary Relationship* and the objective was to relate vocabulary to definitions.

The teacher presented to the class two charts that contained information about the grammar structure. The first one contained vocabulary related to different relationships and the other chart contained the definitions of these words. The teacher asked Students to match the words with the correct definition.

After that, the teacher put the charts apart and she mentioned the words from vocabulary and she told students to say the words' definitions. Finally, the students copied the vocabulary and the definitions on their notebooks.

The material used was pertinent because most of the class could participate taking turns although it was not easy to understand the words' definitions.

The material used was not appropriate for students' level because some of the words were difficult to guess.

The charts were well elaborated and the information on them were clear and understandable.

Cd Player

This supplementary material was used in the fourth observed class. The topic was *Listening Comprehension* and the objective was to get information from speakers.

The teacher turned on a Cd player and asked students to listen to a conversation about a visit to the museum. The teacher repeated the audio for three times in order to help students to comprehend the dialogue.

After that, the teacher asked questions about the conversation and checked students' comprehension.

The material was pertinent because it was related to the topic.

The material used was not appropriate for the students' level because they could not understand the conversation well. In consequence, the students could not answer the questions.

The audio from the Cd was not clear to understand.

This supplementary material was also used in the fifth observed class. The topic was *Speaking Skills Development* and the objective was to express own opinions about science and technology.

The teacher turned on the Cd player, and she asked students to listen to the information about science and technology. After that, she asked students to give their opinions about the advantages and disadvantages of each topic. The students talked about the use of technology at present. Also, the students mentioned some important inventions that are used nowadays.

The material used was pertinent because it the information from the Cd was related to the topic. The students found that the topic was interesting to talk and give opinions.

The material used was not appropriate for the students' level because they could not comprehend the information from the Cd well. The pronunciation was very fast to understand.

The audio was not very clear, and so, it was not in good condition to work.

Handouts

This supplementary material was used in the fourth observed class. The topic was *Listening Comprehension* and the objective was to get information from speakers.

After the students listened to the conversation, the teacher started the class asking students to work in pairs. The teacher gave students handouts to work, and she told students to complete some sentences about the conversation they listened before. The students asked the teacher to turn on the CD one more time in order to develop the activity on the handouts correctly. The teacher realized that it was necessary to repeat the conversation to help students in their understanding.

The material was pertinent because the information on the handouts was about the topic. The students could work actively in class completing some sentences.

The material was appropriate because the students could develop the activity. Besides, the students felt motivated and comfortable because they worked in pairs, and they could listen to the audio again.

The information in the handouts was clear and understandable. The material was well elaborated to work.

White/black Board

This supplementary material was also used in the fifth observed class. The topic was *Speaking Skills Development* and the objective was to express own opinions about science and technology.

The teacher divided the board in two parts. She asked some students to write the advantages of science and technology on the first part of the board. Then, she asked other students to write the disadvantages about science and technology in the other side of the board. After that, the students talked about these advantages and disadvantages. Finally, the

teacher divided the class in five groups of five students and she asked them to write these information about science and technology on a sheet of paper to be checked.

The material used was pertinent because it was related to the topic. The students could participate saying and writing sentences.

The used of the white board was appropriate because this activity activate the students' participation. Most of the students felt motivated to participate in class.

The material was in good condition to work. It was useful to write the sentences clearly.

Learning Styles

Most of the materials used in this third year could help students to understand better some grammar structures that were not clear. The students felt motivated to work in class with the variety of these materials because there was the use of technology that attracted the students' attention and it encouraged them to participate actively in class. Most of the supplementary materials used in this year were considered according to the students' needs and differences in learning. Some of the materials were not adequate for the students' level that is why some classes did not have success.

Quantitative Analysis

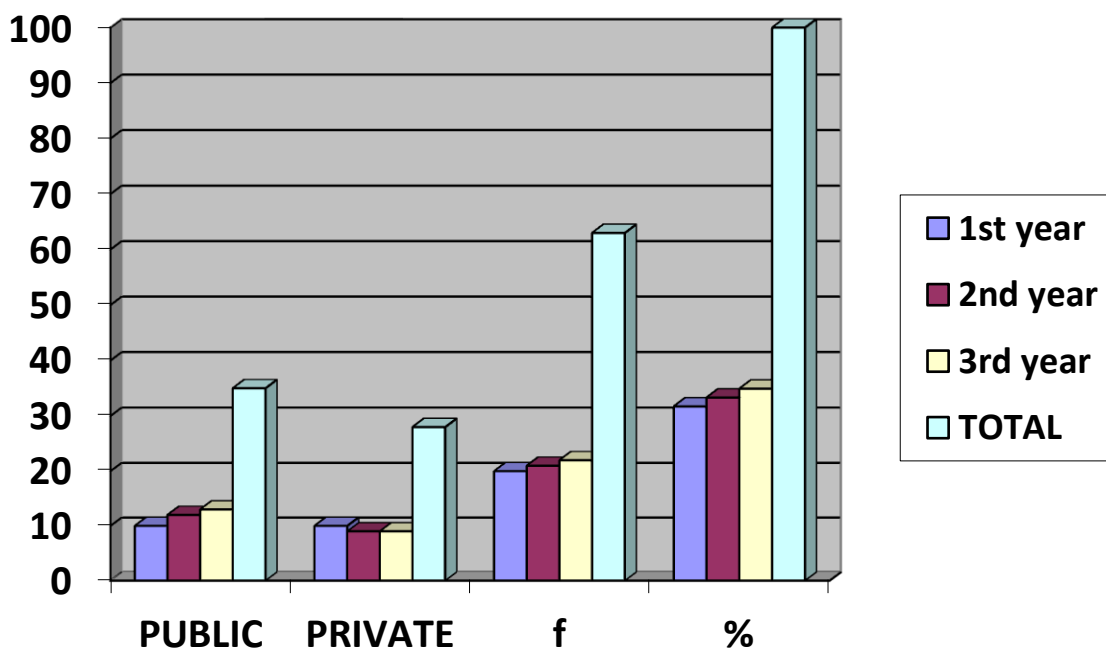
This analysis was done in a public and a private high school in order to find students' differences in learning.

The supplementary materials used in the public high school did not have variety at the beginning of the observations in this high school because of the limitations teachers had. It is necessary to mention that students from public high schools did not receive enough hours of English to have and improve their level of this language. In the following observed classes, teachers started to use more supporting materials such as: flashcards, posters, projector (taking turns with teachers), pictures, stories, tales, white board, etc; and these variety of supplementary materials motivated students to participate more in class in order to reinforce some topics that were not clear in former classes.

The supplementary materials used in the private high school have variety since the beginning of the observations because teachers can use them easily without any limitation. This high school taught more hours of English per week, that is why teachers used more supplementary materials. The most supporting materials used in this high school were: flashcards, posters, projector, tape recorder, websites, charts, handouts, videos, realia, white board, pictures, power point presentations, etc. Virtual classrooms motivated students a lot because students could even elaborate their own material and it encouraged them to investigate more. Besides students from third year are prepared to take the FCE (First Certificate in English) test every year that is why teachers use constantly supporting materials in their classes to reinforce the knowledge.

Results from table 12:

Graphic 1
 Frequency of use of supplementary material
Chart twelve

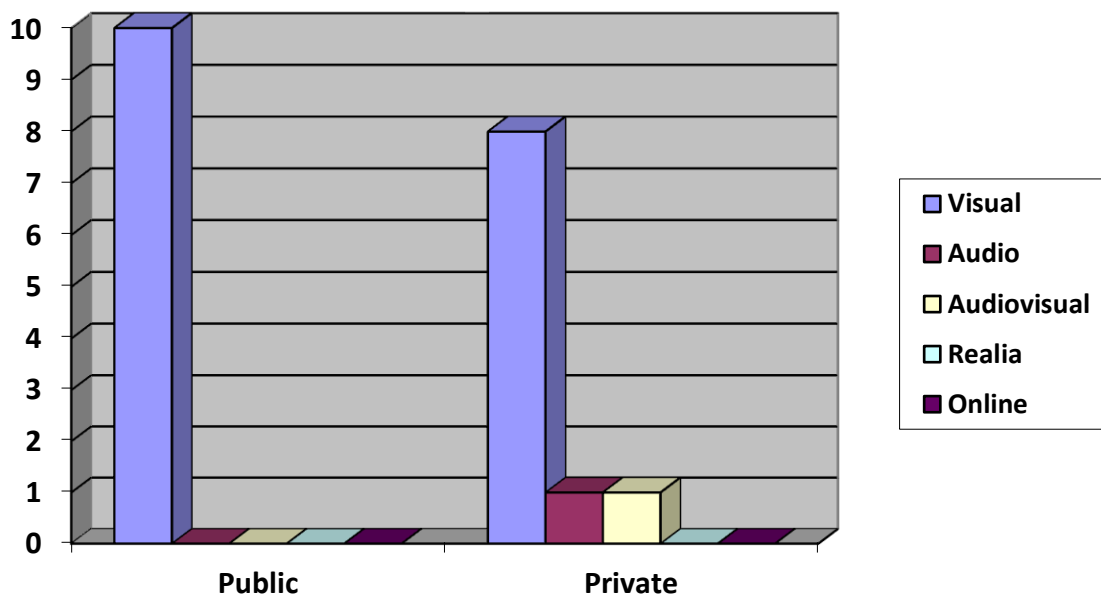


From chart 12, it can be observed that the teacher used supplementary materials with the frequency of 10 times in the public high school, and the teacher used supplementary materials with the frequency of 10 times the private high school in the first year of senior high school. The total frequency in the both high schools were 20 times (31,74 %) in the first year of senior high school. In the second year of senior high school, the teacher used the supplementary materials with the frequency of 12 times in the public high school, and the teacher used the supplementary materials with the frequency of 9 times in the private high school. The total frequency in the both high schools were 21 times (33,33 %). In the Third year of senior high school, the teacher used the supplementary materials with the frequency of 13 times in the public high school, and the teacher used the supplementary materials with the frequency of 9 times in the private high school. The total

frequency in the both high schools were 22 times (34,92 %). It is observable that both high schools have the same frequency of supplementary materials in the first year of senior high school. The public high school used more supplementary materials than the private high school in second and third years of senior high school.

Results from table 9.

Graphic 2
Frequency of use of supplementary material in 1st year
Chart nine



The results from the chart 9, indicates that the teacher used the supplementary materials with the frequency of 10 times in the first year of the private high school. The most used materials in this first year of senior high school were the visual materials such as: flashcards, power point presentations, charts, posters, word cards and white board. The results show that the teacher used the supplementary materials with the frequency of 10 times in the first year of the public high school. The most used materials in this first year were the visual materials such as: power point presentations, charts, handouts, white board, and projector; audio materials such as: Cd player, and audiovisual materials such as:

videos. We can realize that both high schools used the same variety of supplementary materials. The public high school used more visual materials than the private high school and the private high school used more audio and audio visual materials than the public high school in the first year of senior high school.

The teacher from the public high school indicated that students can feel sure about the knowledge acquire; the teacher argued that she preferred to use charts, white board, pictures, maps, CDs, projector and songs in class to teach, taking into account the learning styles of each learner. The teacher mentioned that students learn better with the use of videos and computers. The teacher thought that it is better to use supplementary materials in 90 percent in order to develop students' skills.

Students from the public high school indicated that most of them feel comfortable with the material used by the teacher because this material helped them to understand the class and participated actively on it. Students mentioned that they would learn better with the use of slides, photos, graphic organizers, handouts, word cards, white board, songs, dialogues, stories, videos, movies, maps, documentaries and websites. Most of them agreed that these materials should be always used in class.

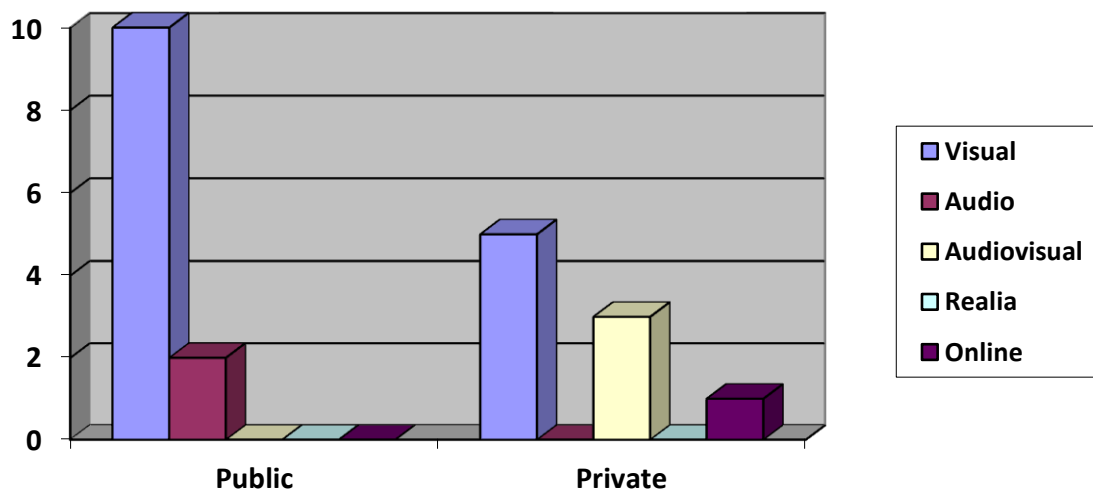
The teacher from the private high school indicated that supplementary materials motivated students to learn English because these kind of supplementary materials activated the prior knowledge and involved them in the theme. The teacher said that she preferred to use flashcards to introduce vocabulary in order to explain meanings. She preferred the use of power point presentations to introduce grammar structures in graphic organizers. She said that students did not learn in the same way, and teachers need to take into consideration their learning styles to help students in their comprehension of language. She also mentioned that students prefer videos and songs because they can practice English

and they feel motivated. Finally, she said that teachers should use these materials in 75 percent because it is better to have a variety of supplementary materials to work with students.

Most of the students in the private high school liked the material that teachers used in class because these materials help them to understand better the grammar structure and to practice actively in class. Students argued that they preferred slides, photos, graphic organizers, white board, dialogues, stories, movies and websites as helpful tools to learn. Additionally, they mentioned that they would like to listen to music, to have outings, and to watch movies. Most of the students agreed that these materials should be always used in class.

Results from table 10

Graphic 3
Frequency of use of supplementary material in 2nd year
Chart ten



The results in chart 10 report that the teacher used the visual materials with the frequency of 10 times. The most used materials in this year were were: flashcards, power points,

pictures, charts, posters, word cards and white board and she used twice the audio material such as: stories and tales in the second year in the public high school. In the case of the private high school, the teacher used the visual material with the frequency of 5 times. The most used materials in this year were: flashcards, power points, handouts and posters; she used 3 times the audio visual material such as: videos and she used once the online such as websites in the second year of senior high school. The public high school used more visual and audio materials than the private high school in the second year of senior high school. The private high school used more audio visual and online materials than the public high school in the second year of senior high school.

The teacher from the public high school, showed that extra material helped students to keep the attention and interest in learning a second language. The teacher mentioned that she would like to use the Cd player and the TV, but the school has only one of these two supplementary materials for all the teachers. She said the learning styles depend on the class she is teaching and she also indicated that students prefer the TV because students can watch, listen and comment about the scenes. She thought that supplementary materials should be used in 90 percent in classes because students feel motivated to learn the language.

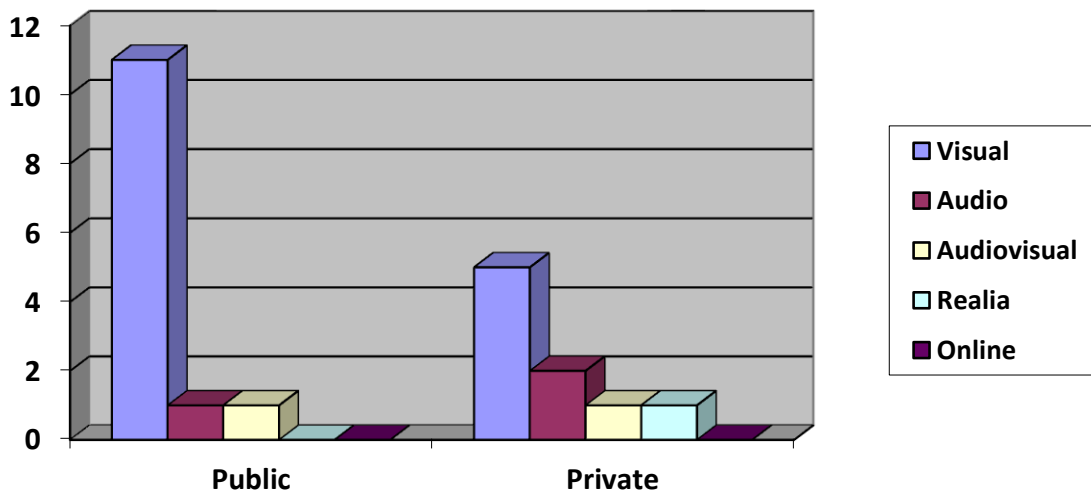
Most of the students from the public high school, liked the material used by the teacher in class because they can understand the class better and they can participate more in class. They thought that they could learn better with the use of slides, photos, graphic organizers, handouts, word cards, white board, songs, dialogues, stories, videos, movies, documentaries, maps, posters, realia and websites. Finally, students thought that these supplementary materials should be used in class always.

The teacher from the private high school indicated that supplementary materials gave students opportunities to activate their prior knowledge and connect with the new class. The teacher said that videos were useful because they could be adapted to any level; he thought that supplementary materials were appropriate for all the learning styles and the teacher should use them in class. According to the teacher, students prefer videos that attract their attention. The teacher believed that supplementary materials should be used in a 50 percent because there are other resources to use in class.

Most of the students in this second year liked the material used by the teacher in class because these materials helped them to understand the class better. Students thought that flashcards, graphic organizers, posters, word cards, songs, movies, realia, websites, handouts, slides, photos, songs, and stories will help them to understand the class better

Results from table 11

Graphic 4
Frequency of use of supplementary material in 3rd year
Chart eleven



From chart 11 it can be observed that the teacher from the public high school used the visual materials with the frequency of 11 times such as: flashcards, charts, word cards,

white board and projector; she used once the audio material such as: songs and once the audio visual material such as: videos. The teacher from the private high school used the visual materials with the frequency of 5 times such as: flashcards, pictures, charts, handouts and white board; she used the audio material with the frequency of twice such as Cd player; she used the audio visual material with the frequency of once such as: videos and she used the realia material with the frequency of once such as: balls. The public high school used more supplementary materials than the private high school in third years of senior high school.

The teacher from the public high school showed that extra material helped students to keep the attention and interest to learn a foreign language. The teacher mentioned that she would like to use the Cd player and the TV, but the school has only one of these two supplementary materials for all the teachers. She said the learning styles depend on the class she is teaching and she also indicated that students prefer the TV because students can watch, listen and comment about the scenes. She thought that supplementary materials should be used in 90 percent in classes because students feel motivated to learn the language.

Most of the students from the public high school liked the material used by the teacher in class because they can understand the class better and they can participate more in class. They thought that they could learn better with the use of slides, photos, graphic organizers, handouts, word cards, white board, songs, dialogues, stories, videos, movies, documentaries, maps, posters, realia and websites. Finally, students thought that these supplementary materials should be always used in class.

The teacher from the private high school indicated that supplementary materials kept students' attention on the topics. The teacher in this year preferred to use graphic

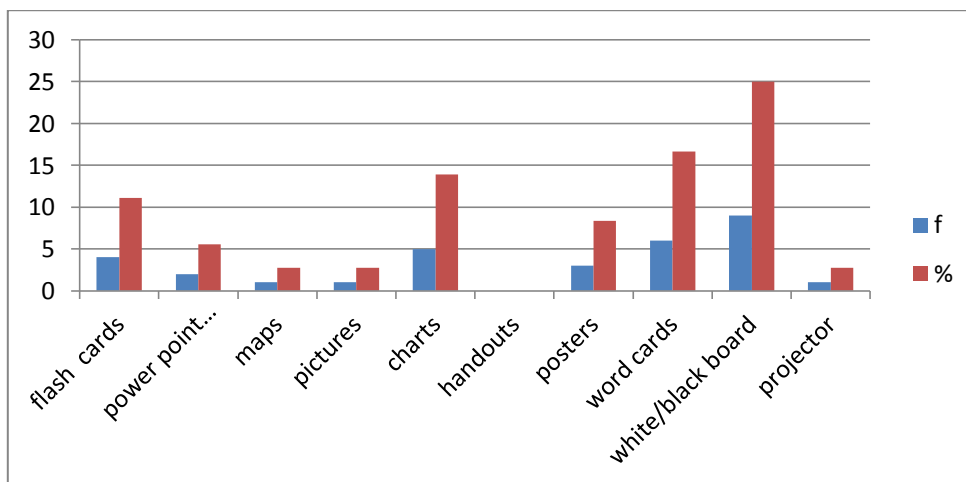
organizers, realia, internet, videos, cards in different purposes such as warm up, feedback, reinforcement, etc. The teacher thought that students react differently and she said that it is important to take into account visual, auditory and tactile learners in order to obtain better results. The teacher argued that students prefer to learn with tactile materials that involve movement. She believed that it is better to use these materials in a 75 percent because they help to get better results.

Most of the students in this third year felt comfortable with the material used by the teacher in class because they learned better in class and they could participate more in class. They would like to learn with the use of flashcards, maps, photos, graphic organizers, handouts, word cards, songs, movies, documentaries, realia, websites, white board, and dialogues. Students would like teachers to use work books, virtual board, didactic games, dynamics; most of students thought that these materials should be always used in class.

Results from table 13

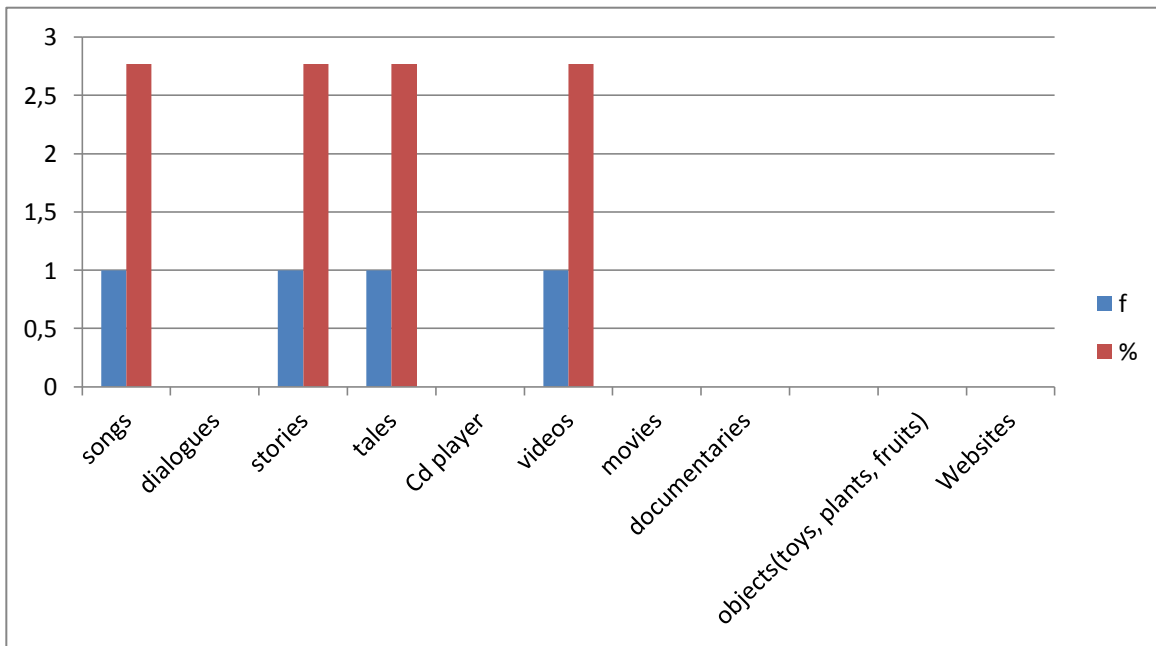
Graphic 5
Frequency of used material in the public senior high school.
Chart thirteen

Visual Material



Graphic 6
 Frequency of used material in the public senior high school.
Chart thirteen

Audio, Audiovisual, Realia, and Online Material

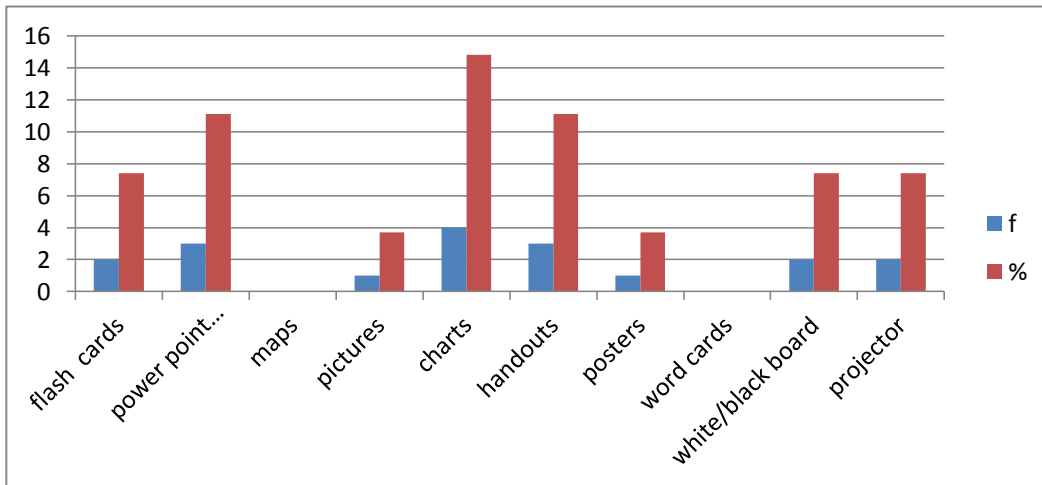


The results from table 13 shows the frequency of the most used materials in the public high school in first, second, and third years of senior high school. In general, it is observed that the most used materials in the three years were the white board with the frequency of the (25 percent), word cards with the frequency of the 6 times (16,66 percent), flashcards and charts with the frequency of 4 times (11,11 percent), posters with the frequency of 3 times (8,33 percent), power point presentations with the frequency of twice (5,55 percent), maps, pictures, projector, songs, stories, tales and videos with the frequency of once (3,77 percent).

Results from table 14

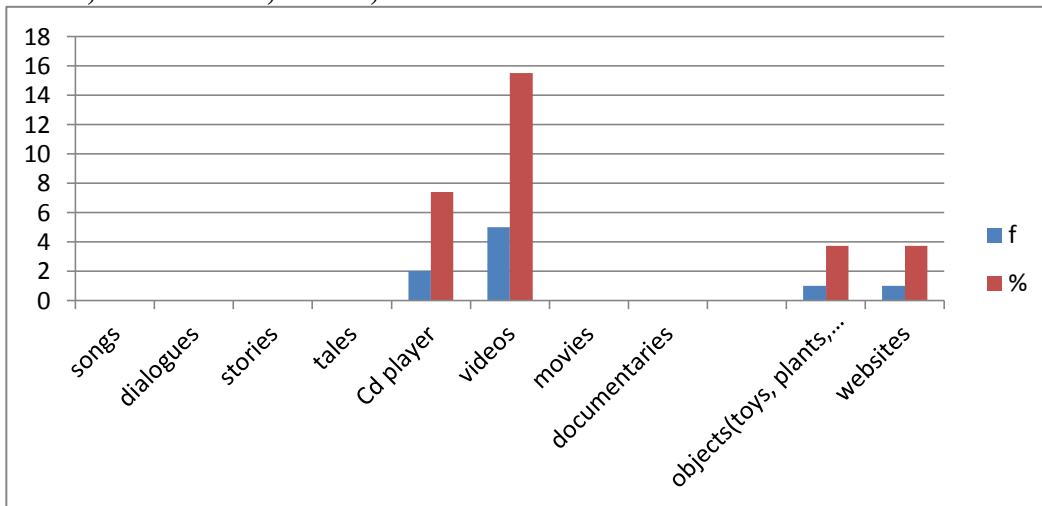
Graphic 7
Frequency of used material in the public senior high school.
Chart fourteen

Visual Material



Graphic 8
Frequency of used material in the public senior high school.
Chart fourteen

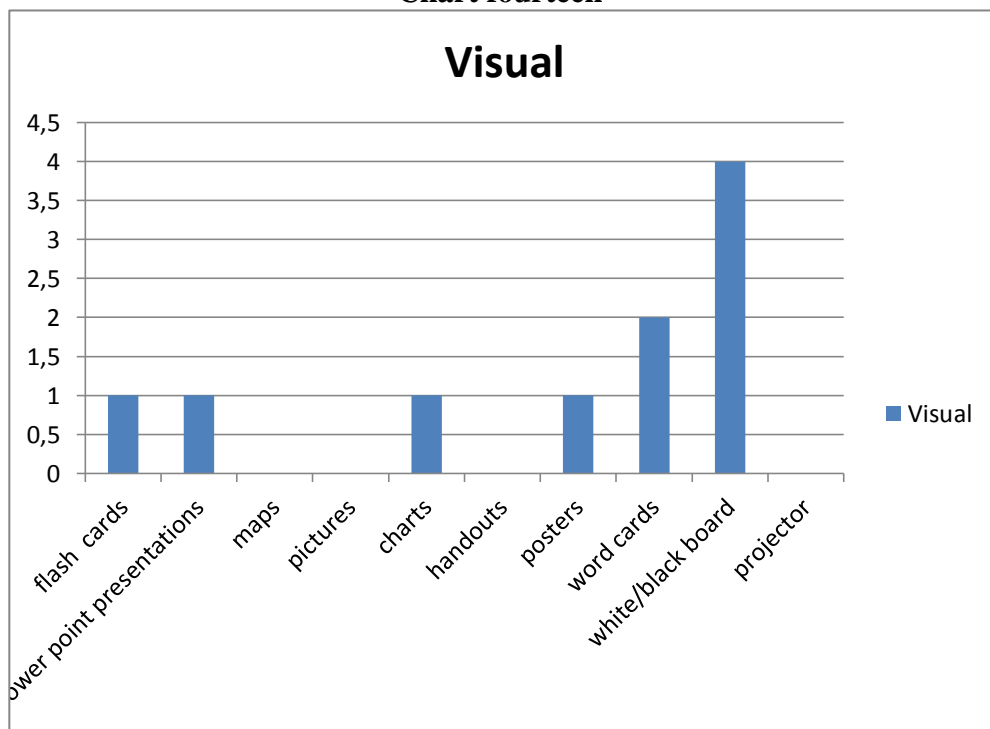
Audio, Audiovisual, Realia, Online Material



The results from table 14 show the frequency of the most used materials in the private high school in first, second, and third years of senior high school. In general, it is

observed that the most used materials in the three years were videos with the frequency of 5 times (15,52 percent), charts with the frequency of 4 times (14,81 percent), power point presentations and, handouts with the frequency of 3 times (11,11 percent), , flashcards, white board, projector and CD player with the frequency of twice (7,40 percent), pictures, posters, objects, and websites with the frequency of once (3,70 percent)

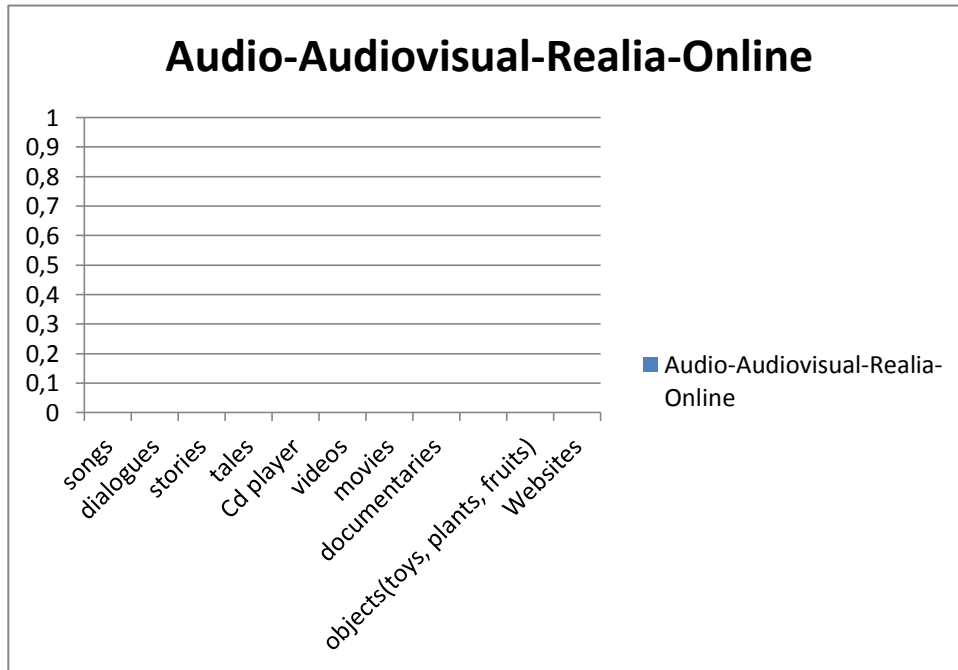
Graphic 9
 Frequency of used material in the 1st year of the public senior high school.
Chart fourteen



Graphic 10

Frequency of used material in the 1st year of the public senior high school.

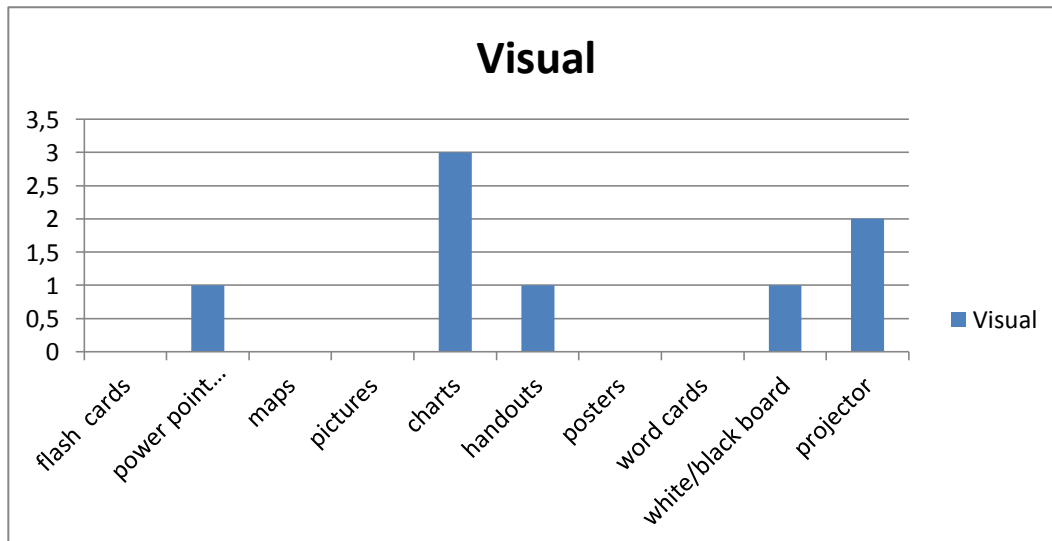
Chart fourteen



Graphic 11

Frequency of used material in the 1st year of the private senior high school.

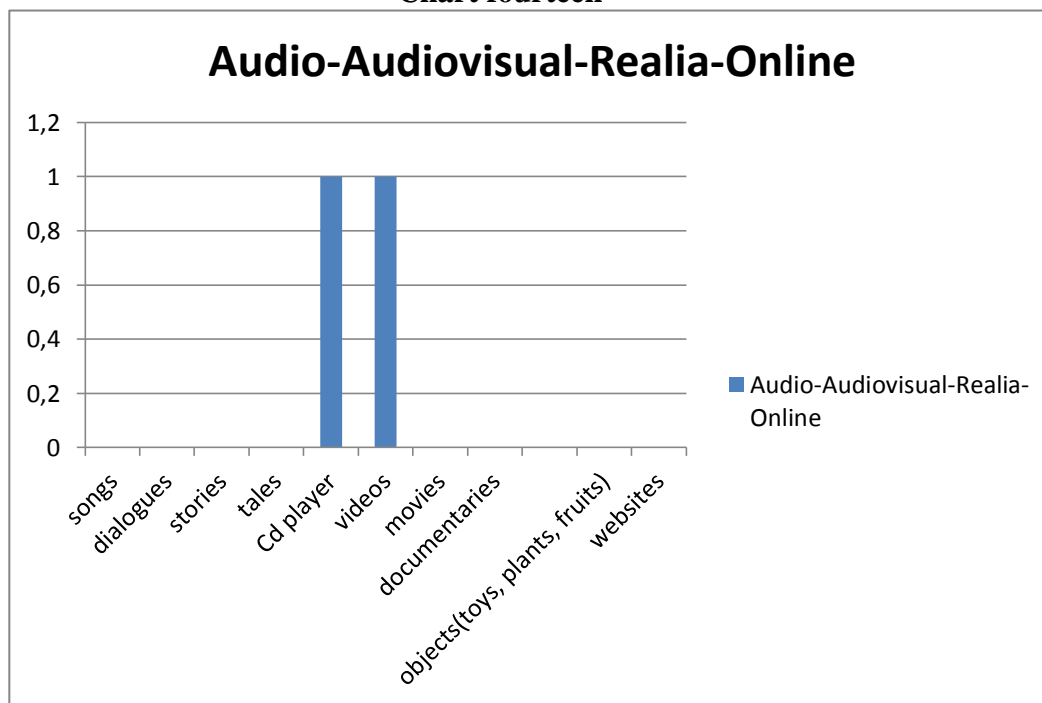
Chart fourteen



Graphic 12

Frequency of used material in the 1st year of the private senior high school.

Chart fourteen



The most used materials in the first year of public high school were: charts with the frequency of 3 times, projector with the frequency of twice, power point presentations, handouts, white board, Cd player and videos with the frequency of once.

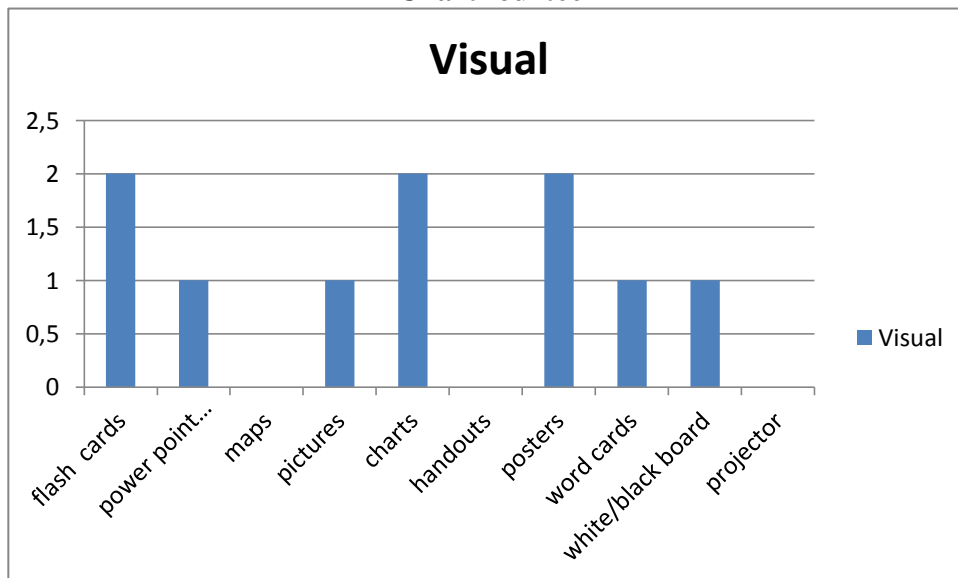
The most used materials in the first year of private high school were: white board with the frequency of 4 times, word cards with the frequency of twice, power point presentations, charts, posters and flashcards with the frequency of once.

Both public and private high school used the same frequency of supporting materials in the first year of senior high school.

Graphic 13

Frequency of used material in the 2nd year of the public senior high school.

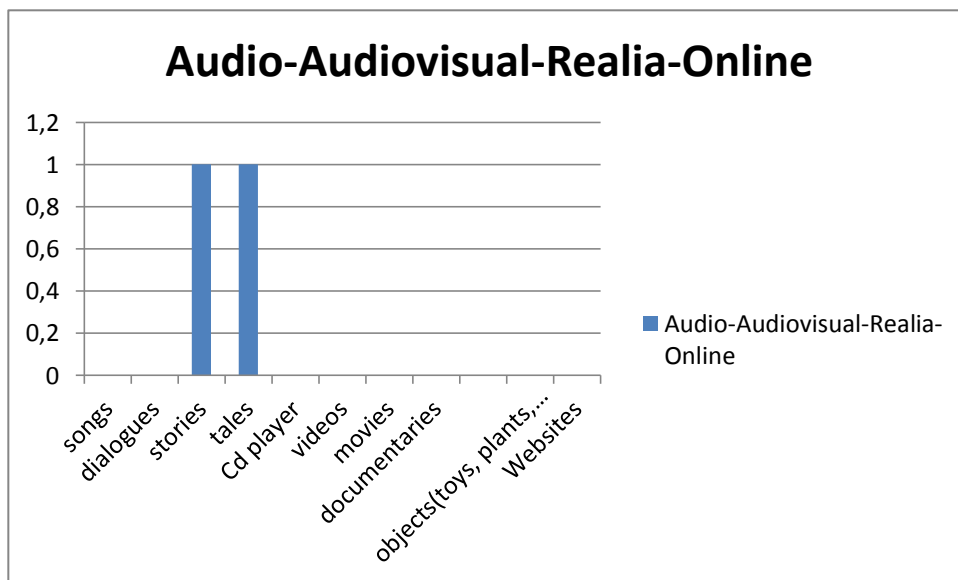
Chart fourteen



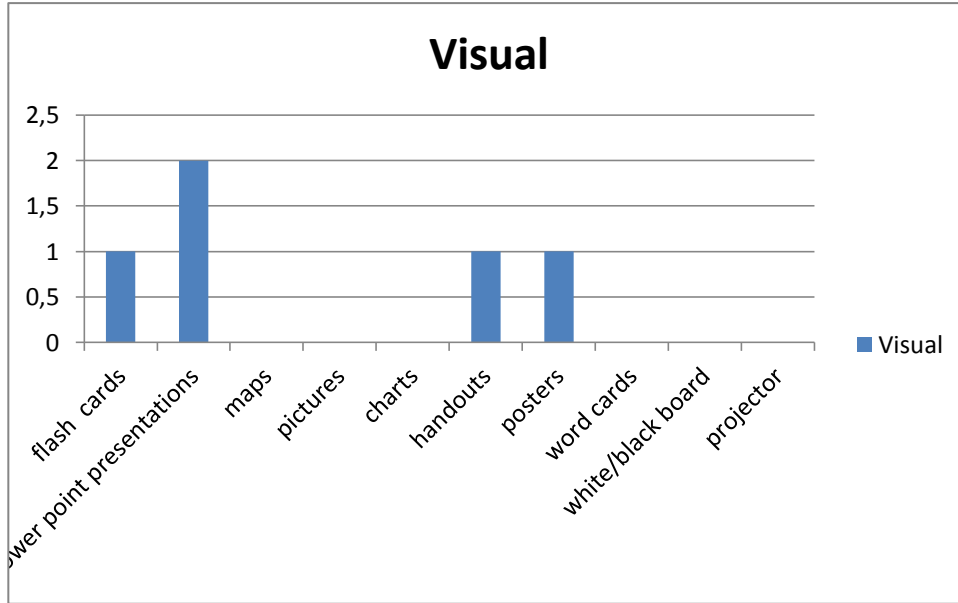
Graphic 14

Frequency of used material in the 2nd year of the public senior high school.

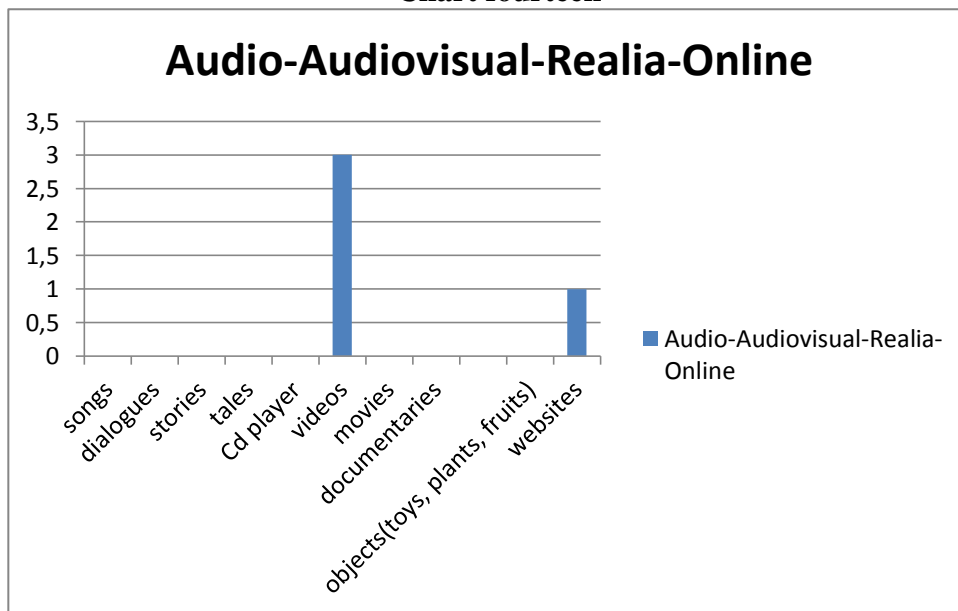
Chart fourteen



Graphic 15
 Frequency of used material in the 2nd year of the private senior high school.
Chart fourteen



Graphic 16
 Frequency of used material in the 2nd year of the private senior high school.
Chart fourteen

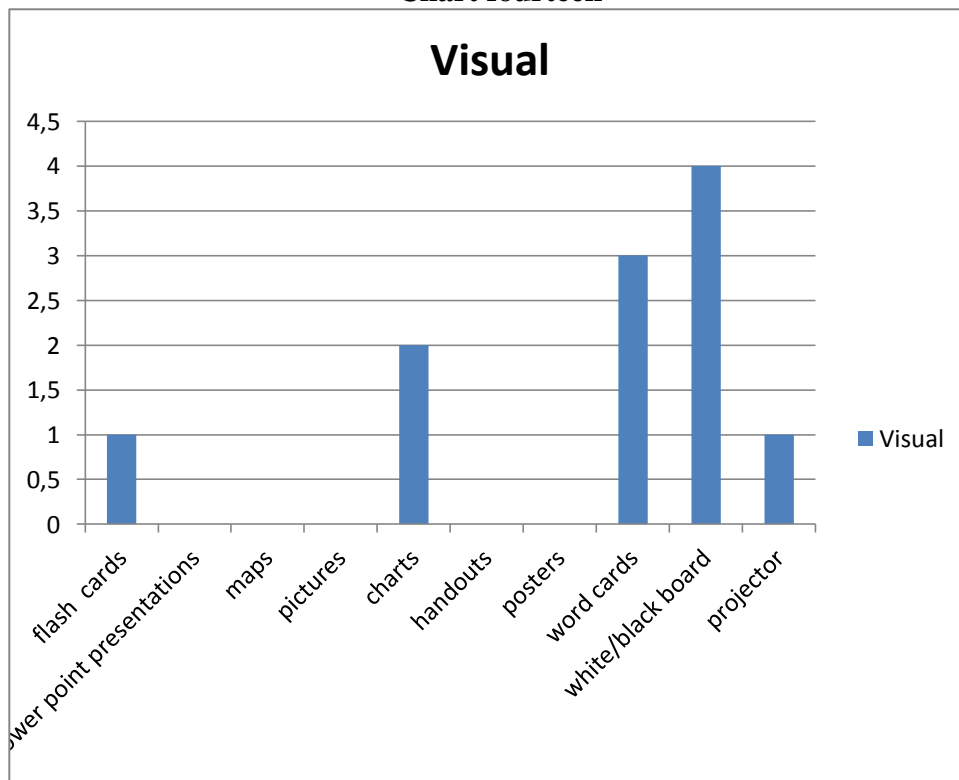


The most used materials in the second year public high school were: videos with the frequency of 3 times, power point presentations with the frequency of twice, flashcards, handouts, and posters with the frequency of once.

The most used materials in second the second year of private high school were: flashcards, charts, posters with the frequency of twice, power point presentations, pictures, word cards, white board, stories and tales with the frequency of once.

Public high school used more supporting materials than private high school in the second year of senior high school.

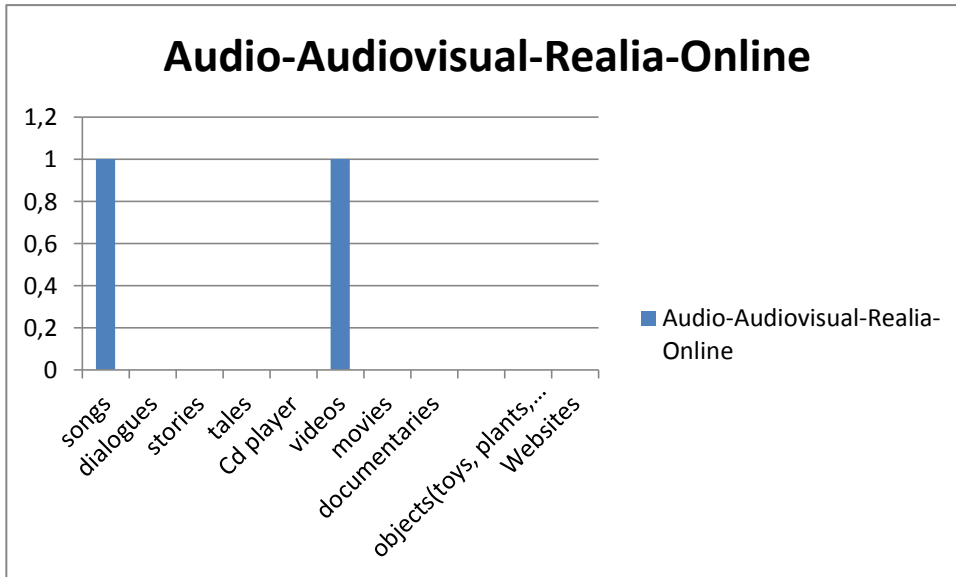
Graphic 17
 Frequency of used material in the 3rd year of the public senior high school.
Chart fourteen



Graphic 18

Frequency of used material in the 3rd year of the public senior high school.

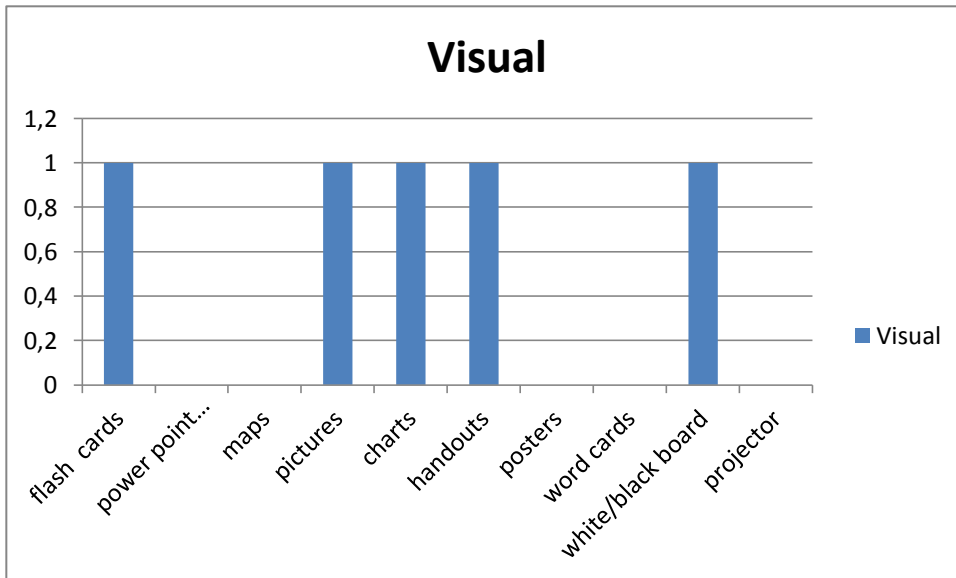
Chart fourteen



Graphic 19

Frequency of used material in the 3rd year of the private senior high school.

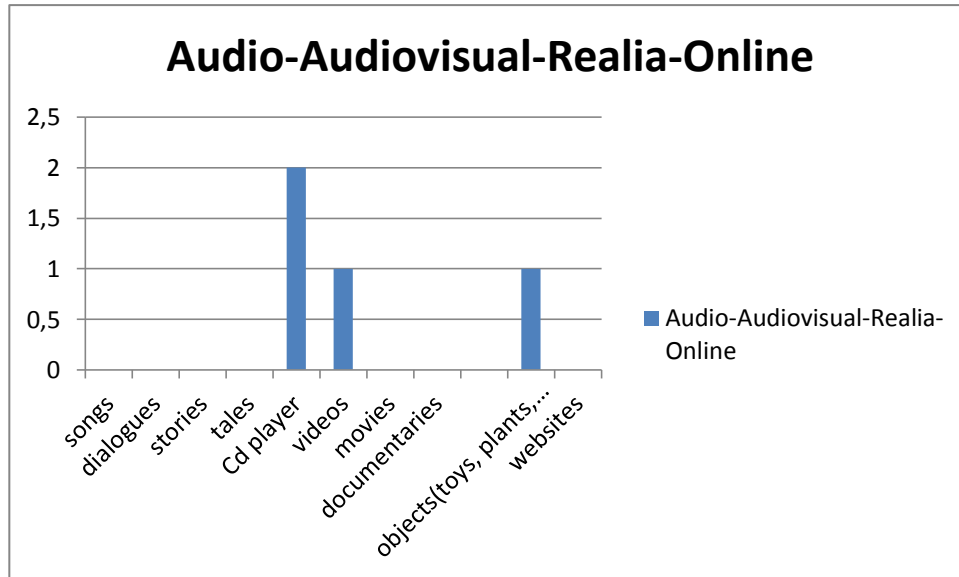
Chart fourteen



Graphic 20

Frequency of used material in the 3rd year of the private senior high school.

Chart fourteen



The most used materials in third year of public high school were: Cd player with the frequency of twice, flashcards, pictures, charts, handouts, white board, videos, and objects with the frequency of once.

The most used materials in the third year of private high school were: white board with the frequency of 4 times, word cards with the frequency of 3 times, charts with the frequency of twice, flashcards, projector, songs, and videos with the frequency of once.

Public high school used more supporting materials than private high school in the third year of senior high school.

CONCLUSIONS

- There are a variety of supplementary materials to use at present. The use of supplementary materials encourages teachers to improve their classes and to get students interest. They encourage students not only to write, read or listen, but also to express their feelings by speaking.
- There are supplementary materials that are more useful than others, but it depends on the teachers' attention to use them in the right class and with the right students because not all of them react in the same way and not all of them are going to give the same results in learning.
- The most used materials in the first year class of public high school were the visual materials such as: white board, word cards, flash cards, power point presentations, charts and posters. The most used materials in the first year of private high school were the visual, audio, and audiovisual materials such as: charts, projector, power point presentations, handouts, white board, Cd player, and videos.
- The most used materials in the second year class of the public high school were the visual materials such as: flash cards, charts, posters, power point presentations, pictures, word cards, and white board.; and the audio materials such as: stories and tales. The most used materials in the second year of private high school were visual materials such as: power point presentations, flash cards, handouts, and posters; and audiovisual materials such as: videos.
- The most used materials in the third year class of the public high school were the visual materials such as: white board, word cards, charts, flashcards and projector; audio materials such as: songs; and audiovisual material such as videos. Whereas

used materials in the third year of the private high school were the visual materials such as: flash cards, pictures, charts, handouts, and white board; audio materials such as: Cd player; audio materials such as: videos; and realia.

- Teachers used more visual materials to explain the class such as: white board, word cards, posters, charts, power point presentations, and flash cards both public and private high school.

RECOMENDATIONS

- It is necessary for teachers to choose supplementary materials correctly taking into consideration the topic and the objective for the class. Teachers have to evaluate if they are pertinent and appropriate for students and if the quality is the best for them to learn.
- Teachers must pay attention in students' needs. And one of these needs, is to use English in class all the time in order to encourage students to practice their speaking. Besides, it helps students to develop the four skills better. Furthermore it motivates students to express their ideas in English. Teachers know that not all students understand English but, good teachers must be able to recognize students' common problems and work to find solutions.
- The English Area should agree on making the supporting material to be used during the schoolr year. These supporting material have to be made by taking into consideration the students' level in order to get better results from students in understanding. Not only teachers can elaborate their own material, but also students can collaborate preparing the supporting material according to their needs.
- Administrators and the English Coordinator have to ask for supporting materials because supporting materials are an important tool to use in class in order to motivate students to love English and to encourage them to learn it in an easy and fun way.
- The use of the white board in class is important, but it is necessary that teachers use their creativity and enthusiasm in class. Teachers can use other kind of materials in

order to motivate students to enjoy the English classes. All teachers should use these supporting materials taking into account learners' differences.

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ANNEXES

ANNEX A

Chart One: Type of supplementary material used in public high school

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

Author: Deysi Apunte

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

ANNEX B

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

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

Author: Deysi Apunte

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

ANNEX C

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

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

Author: Deysi Apunte

Source: 1st year

ANNEX D

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

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

Author: Deysi Apunte

Source: 2nd year

ANNEX E

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

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

Author: Deysi Apunte

Source: 3rd year

ANNEX F

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

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

Author: Deysi Apunte

Source: 1st year

ANNEX G

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

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

Author: Deysi Apunte

Source: 2nd year

ANNEX H

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

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

Author: Deysi Apunte

Source: 3rd year

ANNEX I

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	word cards		
	white/black board		
	Projector		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
	Cd player		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	objects(toys, plants, fruits)		
Online	Websites		
TOTAL			

Author: Deysi Apunte

ANNEX J

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	word cards		
	white/black board		
	Projector		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	objects(toys, plants, fruits)		
Online	Websites		
TOTAL			

Author: Deysi Apunte

ANNEX K

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	word cards		
	white/black board		
	Projector		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
	Cd player		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	objects(toys, plants, fruits)		
Online	Websites		
TOTAL			

Author: Deysi Apunte

ANNEX L

Chart twelve: Frequency of use of supplementary material.

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

Author: Deysi Apunte

ANNEX M

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					
projector						
Audio	songs					
	dialogues					
	stories					
	tales					
	Cd player					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects(toys, plants, fruits)					
Online	websites					
TOTAL						

Author: Deysi Apunte

ANNEX N

Chart fourteen: 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					
projector						
Audio	songs					
	dialogues					
	stories					
	tales					
	Cd player					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	objects(toys, plants, fruits)					
Online	Websites					
TOTAL						

Author: Deysi Apunte