



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

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

Trabajo de fin de titulación.

Autor:

Leitón Mites, Dunia Angelita

Mención:

Inglés

Directora:

Benítez Correa, Carmen Delia Dra.

Centro Universitario Tulcán

2012

CERTIFICACIÓN

Doctora

Benítez Correa, Carmen Delia

DIRECTORA DEL TRABAJO DE FIN DE CARRERA

CERTIFICA:

Que el presente trabajo, denominado: “The use of supplementary materials in EFL classes: A comparative analysis of public and private high schools, realizado por la profesional en formación: Leitón Mites Dunia Angelita; cumple con los requisitos establecidos en las normas generales para la Graduación en la Universidad Técnica Particular de Loja, tanto en el aspecto de forma como de contenido, por lo cual me permito autorizar su presentación para los fines pertinentes.

Loja, Diciembre de 2012

f)

CI: 1102239165

CESIÓN DE DERECHOS

Yo, Leitón Mites Dunia Angelita declaro ser autora del presente trabajo y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales.

Adicionalmente, declaro conocer y aceptar la disposición del Art. 67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: “formar parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”.

f)

Leitón Mites Dunia Angelita

C.I. 0401258173

AUTHORSHIP

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

Loja, December 2012

f)

Leitón Mites Dunia Angelita

C.I. 0401258173

DEDICATION

To my husband who with nobility and enthusiasm has supported and trusted me along this difficult but gratifying professional instruction which notably has enriched the knowledge that I will put into practice in coming times. To my two sons in whom I have found the strength to advance step by step in this study stage. Each one of them has helped my dreams of being a professional come true. It will provide me with the opportunity to be useful for the family and society where I am living.

ACKNOWLEDGEMENTS

My eternal gratitude goes to my teachers, mates, and relatives who have supported me during the stages of my studies. An especial gratitude goes to my university Técnica Particular de Loja where I could complete my studies to obtain an English Bachelor Degree.

CONTENTS

CERTIFICATION.....	ii
CESIÓN DE DERECHOS.....	iii
AUTHORSHIP.....	iv
DEDICATION.....	v
ACKNOWLEDGMENTS.....	vi
CONTENTS.....	vii
ABSTRACT.....	1
INTRODUCTION.....	2
METHOD.....	5
DISCUSSION.....	7
Literature Review.....	7
Results.....	19
Description, Analysis, and Interpretation of Results.....	32
Conclusions.....	66
Recommendations.....	67
REFERENCES.....	68
ANNEXES	

Abstract

This study is about the use of supplementary materials for teaching adolescents in English foreign language (EFL) classes; its purpose was to find out whether or not teachers use supplementary materials, and if they are used, how pertinent, appropriate, and qualified those materials are.

This research was conducted in two high schools one public and the other private in Tulcán in 2011. The sample consisted of five EFL teachers, from 1st, 2nd, and 3rd years. Observation forms, questionnaires, and surveys were used to gather data. The method was both qualitative and quantitative.

In the research process, fifteen classes were observed in each high school selected. Qualitative and quantitative analysis were done to analyze the results. In the qualitative analysis, pertinence, appropriateness, and quality of each supporting material used in the observed classes were considered. In the quantitative analysis, the frequency and variety of supplementary materials used in the observed classes were determined and analyzed.

It was concluded that most of the supplementary materials used in the observed classes were pertinent to the content of the classes, appropriate for the student's level.

Introduction

The use of a wide range of supplementary materials in EFL classrooms helps teachers provide the students with a rich base and stimulus for the development of their listening, speaking, reading, and writing skills. It means that EFL teachers can make use of different supporting materials such as visual, audio-visual, realia, etc. in order to add variety to the lessons and to encourage the learners to learn English in a dynamic and motivating way.

It is criticized, however, that some teachers do not use supplementary materials correctly and others do not use them at all. For this reason, it was proposed to investigate on the use of supplementary materials for teaching English to adolescents in Ecuadorian EFL classrooms. The purpose of this research study was to find out whether or not teachers use supplementary materials, and if they are used, how pertinent, appropriate, and qualified those materials are.

The specific objectives proposed in this investigation were four: 1) to identify and analyze supporting materials used in EFL public and private high schools; 2) to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality (design and elaboration); 3) to determine the frequency and variety of the supplementary materials used in the observed public and private high schools; and 4) to identify the most frequently used material in each one of the observed high schools.

It was important to carry out a research on the use of supplementary materials for teaching adolescents in EFL classes because the findings show how those materials are used for the teaching-learning process.

The teachers and the students will be the main beneficiaries of this investigation since the classes will be more enjoyable, lively, interesting, and motivating. The EFL education system will also benefit for being improved through the findings of this research because this information can be used as the basis for assessing the quality of language instruction, improving it and promoting the teachers' professional growth and development through the use of different supporting materials. Moreover, this investigation will be useful since the findings can be used to replicate other studies.

An important point to remark about the use of supplementary materials for teaching EFL is that previous research has been carried out on this issue. Mohammed, Saw, and Tan in 2009 conducted a research to investigate some behaviors of interaction of adolescents in an online threaded discussion group. The limitation found by the researchers is that the school was not well-equipped to help the students go online. The researchers suggest that schools should be equipped more fully with appropriate facilities to offer a more flexible timetable to enable students go online to the threaded discussion network.

In 2011, another study was conducted by Muniandy and Veloo to find out if YouTube videos are really useful to teach English. The researchers mention that the small number of participants may have limited the data interpretation; however, according to them, the investigation provides some initial information and perception about the usage of freely and readily available online video clips among the future generation of teachers.

Mohammed, an EFL researcher, carried out a research in 2010 at a Northern Area university-KSA. The purpose of this study was to know how computer assisted

instruction (CAI) can be used as a supplementary material for teaching English. This study does not report any limitation.

Something important to note in this study is that the results were limited because the time for the lessons was short, so there was not enough time during in the observations to see how the supporting materials brought to the class were used. For future research, the observation of a sequenced lesson should be allowed to collect data of the complete use of supplementary materials that teachers bring to the language classrooms.

Method

Setting and Participants

This research was conducted in two high schools, in a public and a private high school in El Ángel and San Gabriel, Ecuador in 2011. There were boys and girls in the high schools selected. The sample consisted of five EFL teachers from 1st, 2nd, and 3rd years.

Procedures

A bibliographic and a field research were conducted in this investigation. The scientific content of the bibliographic research was critically evaluated and selected by reading several books and databases available in libraries and on the Internet. Important theoretical concepts (see literature review section) and previous research related to the topic of this study were considered. The field investigation, on the other hand, required to observe thirty (30) classes, five in 1st, five in 2nd, and five in 3rd senior year of the public high school, and five in 1st, five in 2nd, and five in 3rd senior year of the private high school. These classes lasted forty (40) minutes and were observed during a five-week period in each class.

Moreover, fifteen students of each high school were chosen at random to participate in an interview. The interviews were carried out at the end of each observed class. In total, there were thirty respondents who were asked for their opinion to know whether the supporting material used in the observed classes fitted their needs and interests. Additionally, a survey was applied to the five observed teachers in order to know their point of view on the importance of using supplementary materials in their EFL classes. Examples of these applied surveys are outlined in the annex of this study.

The general approach of this investigation method was both qualitative and quantitative. The techniques used were note-taking, reading, and survey. The instruments to collect information were observation forms, questionnaires, and tables. The gathered data were tabulated in several tables

For the interpretation of results, on the one hand, a qualitative analysis was done to describe and analyze each one of the supplementary materials. In this analysis, three important aspects were considered. 1) Pertinence, in relation to the importance of the theme and aim of the lesson. 2) Appropriateness, in terms of the students' level, age, and understanding. 3) Quality, in terms of design and elaboration of each type of supplementary materials used in 1st, 2nd, and 3rd years of public and private high schools.

On the other hand, a quantitative analysis was done to describe, analyze, and determine the differences in terms of quantity of each kind of supplementary material used in the observed classes. In this analysis, the obtained results were compared between each year of the school selected. To provide a whole view of these results of each year, they were analyzed and displayed on five graphs in the quantitative analysis section.

DISCUSSION

Literature Review

In Teaching English as a Foreign Language (EFL), the use of supplementary materials such as visual aids, audio-visual, realia, etc. plays a key role both in helping students of different levels and ages increase their EFL skills and creating an effective learning environment with full of stimulus and motivation. Therefore, some relevant theoretical concepts and past research are described in the section below to provide a better understanding of this issue.

Teaching English as a Foreign Language

Hempel (2009) says that English is important because as a universal language it is used for communication among speakers of different language. People learning in accordance with EFL standards, they are positioned as foreigners. It means that learners opt to study a foreign language mainly to speak with native speakers. Hempel also says that the teaching of English as a foreign language has traditionally been placed in the secondary school curriculum with students between the ages of 8 to 10 so that they learn to communicate with native speakers, feel more at home in communities of native speakers, and satisfy entrance requirements for jobs or universities. Moreover, Maxom (2009, p. 27) states:

These days English is viewed as a language which gives you access to the world. Some want to study at prestigious English-speaking universities. Some want a high flying career with international connections. Others just want a better chance in life and move to where the money seems to be. Some students have very specific goals such as passing exam or getting a job.

TEFL does comprise some very focuses areas, such as business

English, EAP (English for academic purposes), and even courses adapted for particular jobs like football coaching and hairdressing.

In addition, Ur (1991) points out that teaching a foreign language is a difficult process. This process requires for teachers to present, to practice, and to test. Therefore, the responsibility of EFL teachers is to promote the learning processes by presenting and explaining new material clearly to make it comprehensible and available for learning, by giving practice to consolidate knowledge, and by assessing which language skill has been learned well and which one still needs to be learned or reviewed. Ur also mentions that methodology, lesson planning, classroom discipline, and the provision of important topics are included in foreign language teaching.

Learners Differences

Harmer (2001) says that children, in particular those up to the ages of nine or ten, respond to meaning although they do not understand individual words. Usually, children learn in an indirect manner rather than a direct one because they not only absorb knowledge of the topic they are learning, but also from everything around them. As for TEFL to children, Zurawsky (2006) states that a young child tends to retain a language through a great deal of input and exposure. They are also able to speak a new language like native speakers. According to Zurawsky, teaching children a foreign language in a certain age, there are appropriate manners required for it, as the provision of a full-immersion education taught by teachers who know the language well. Cameron (2001) states that children are very enthusiastic and lively as foreign language learners; however, she points out that children also lose interest more quickly and are less able to keep their motivation to develop tasks regarded difficult for them.

Regarding adolescents Ur (1991) says that it is a little frightening and challenging for many teachers with little or no experience to teach teenagers because they are considerably more difficult to motivate and manage, and it takes longer to build up a trusting relationship with them although their potential to learn is great. In relation to the same topic, Harmer (2001) mentions that teenage students have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. Hence, the role of the teachers is to motivate adolescents to respond to texts and situations with their own thoughts and experience. Harmer also says that part of the teacher's job and guidance is to elicit intellectual activity by helping teenagers to be aware of contrasting ideas and concepts which they can resolve for themselves. Additionally, Zurawsky (2006) states that explicit learning which involves rules and systematic practice plays an important role for adolescents. It means that the teachers must create opportunities to engage adolescents in meaningful learning.

Concerning adults, Harmer (2001) points out that the expectations of adults for the learning process may stimulate them to hold their own strategies for learning. According to Harmer, adult learners are able to engage with abstract thought, and their understanding of why they are studying and what to perceive and assimilate is clear unlike young children and adolescents. Adults bring in the task a mature personality, a wide range of learning experience, a developed intelligence, a determination to assimilate what they want, a highly clear aim, and most important a strong motivation to quickly learn. These are formidable qualifications which far outweigh any disadvantages and make the teaching of adults a challenging and enjoyable experience (Broughton, Brumfit, Flavell, Hill, and Pincas, 2003). In addition, Pinter (2006) says that adults can make guesses about unknown words by

using their knowledge of the world in different contexts and that their understanding of rules in respect of communication is good.

Learners Motivation

As stated by Rost (2006), motivation in EFL environments is essential since it is considered the essence of language teaching. According to this author, the conditions that contribute to succeeding in acquiring a second language (SL) are not the same in EFL environments because the learners in these contexts do not have enough English input; they are likely to have less opportunities of interacting with English speakers, and their models are not enough to encourage them to learn English; therefore, they need special motivation to learn English successfully.

Motivation is “an internal state that arouses, directs, and maintains behavior” (Woolfolk, 2010, p. 376). As stated by Woolfolk, motivation consisting of many different elements is an important and positive factor that influences learning. Motivation is part of the overall structure which cannot be broken. That is to say, a person must first possess some type of motivation, and then they begin the learning process which is concerned with internal and external factors. According to Woolfolk, intrinsic factors are the ones which motivate the learners to develop a task that is by itself satisfying and rewarding. On the other hand, external factors are those which force the students to earn a grade, to avoid punishment, to please the teacher, among others that have very little to do with the task itself.

Learning Styles

For Lefever (2004), a learning style is the manner how students absorb information to better process it. This process usually operates in a continuum or on multiple, interesting continua; this means that every person has his/her own

preferences for learning. In addition, teachers in classrooms must consider the students' learning preferences, with the purpose to learn better (Oxford, 2003).

According to researchers, there are different types of learning styles. One example is visual, in which learners like to assimilate information through pictures, diagrams, flow charts, time lines, films, and demonstrations. Another example is verbal, in which learners like to retain spoken language input; that is, they memorize spoken information to facilitate their understanding of commands as well as their listening comprehension. One more is tactile, in which students learn by manipulating objects, even by using their bodies (Oxford, 2003; Vernon, 2006).

Continuing with learning style examples, three more are included such as imaginative learners, who like to learn by sensing, feeling, watching, listening and by sharing ideas; also common sense learners, who put into practice what has been taught by testing the theory in the real world, it means, they use their own ideas to analyze, solve, and fix problems; finally dynamic learners, they are students who learn by taking risks, by thriving on situations calling for flexibility and change, and by enjoying something new that was taken up (Lefever, 2004).

Teaching Techniques for Adolescents

Teaching techniques are tools which include activities that teachers can use to exploit the teaching-learning process of teenagers. For example, DeBord (1989) points out that a participatory teaching technique is an excellent way for teaching adolescents. This technique includes games, simulations, and role-playing experiences to ensure the learning of teenagers. Also, DeBord exemplifies a set of creative activities that fit within the participatory teaching technique such as Christmas in July, which refers to include planning, charity, disappointments, joy, and other emotions felt during holiday seasons; dilemma, which is carried out by

students in groups to give creative answers for possible dilemmas presented in life; treebuilding in which learners invest a great deal of effort to build a human tree first, and perform motions and sound effects then; and electric fence in which adolescents with the help of the teachers talk about leadership; for example, who was involved, why, and what leadership evolved at the completion.

Other teaching techniques used to make learning meaningful and to effectively teach adolescent learners are presented by Schreiner (1999). This author says that scaffolding is a technique in which the teacher may start by giving words and definitions to students in a printed way, facilitating the learning of the correct use of the dictionary until they can use it by their own. The same author also includes add emotion, as a technique done by selecting interesting text that adds emotion and suspense to the current class. Additionally, Schreiner states that the seven item limit technique can be used to allow students to retain an average of seven items in their memories.

Keeping on describing teaching techniques it is worth remarking that Raimes (1983) says that during the teaching-learning process, teachers can use teaching techniques that have been successfully proven in the classroom and that are powerful tools which involve the manipulation of pictures, drawings, photographs, posters, slides, cartoons, and so on. Raimes points out that mechanical controlled compositions, sentence-combining exercises, dialogues, letters, reports, or essays can be used as teaching techniques to make the learners practice their writing skills for example. Likewise, she says that techniques requiring guided reading activities can also be used to create an information gap to introduce students to communicative activities.

Contexts for Teaching English

When teaching and learning English as a foreign language, it is the paramount importance to consider some contexts such as social, economical, cultural, and political. According to Broughton et al. (2009), English is the key to progress in the outside world as in social as in economic aspects. The learning or teaching of a foreign language occurs in the middle of influent factors which determine the variety choice of the new target language. These varieties in contexts are clearly influenced by teachers or even by geographical location and political aspects; for example, people from USA tend to learn American English, people from Europe tend to learn British English, etc. Thus, the different variety types of English not only depend on geographical and political factors, but also on historical and cultural. For this reason, English is taught differently in each part of the globe.

Moreover, Kumar (2006) states that English is the most used language in the world. According to this author, the knowledge of English enables to establish cultural, intellectual, economic, commercial, and political relationships with many people around the world. Therefore, the common denominator among all sites of the world is the English language that influences and is influenced by social, economic, educational, cultural and psychological factors, making use of new methodological approaches for teaching the target language. Maxon (2009, p. 29) states:

The historical factor offers the legacy of the old British Empire that has took the language around the world. The political factor gives the current dominance of the USA. Science and technology have developed with English at the forefront. In addition, there is a need for a global language to make internal truly accessible around the planet. Culture is very important in a language lesson; it is almost impossible to teach one thing without the other. So students

want a role model who can give them a window into the English-speaking culture while showing due respect to their own. They definitely do not want to know about any pitfalls in terms of appropriate behavior and expressions. Students want you to point out the custom of English speakers in certain situations but they do not want to be forced to accept these as good or right.

Supplementary Materials

Supplementary materials are defined as tools that the teacher can use to provide language input, clarify, establish, and correlate concepts, interpretations, and appreciations for students (Dash & Dash, 2007). These materials allow the teacher to develop a series of controlled activities and to improve the level of students and their understanding (McComas, 1999; Sharma, Singh, & Upadhyya 2008).

The importance of using supplementary materials in EFL classes is based on the sensory experience they provide. It means that supplementary materials enable the learners to retain learned content for a longer period of time inside their minds. In addition, these materials are very important because they are a useful complement for the teacher's language so that he or she can make the learning process significant, enjoyable and well- organized for the learners (Dash and Dash, 2007; McComas, 1999; Sharma, Singh, & Upadhyya, 2008).

Supplementary materials play a key role in helping the teacher reduce verbalism and helping students increase their interest, acknowledge, and motivation to learn and clarify their doubts. In fact, supplementary materials are the path from abstract to concrete concepts by giving life to the entire classroom process (Dash and Dash, 2007; McComas, 1999; Sharma et al., 2008).

Types of Supplementary Materials

There is a great variety of supplementary materials that EFL teacher can use in the classroom. It is worth commenting that Dash and Dash (2007) classify supporting materials in five different ways: 1) Projected Aids such as films, slides, OPH, and so on, which need the help of a lens for being projected on a screen; and Non-projected Aids such as pictures, charts, etc. which are easily appreciable without any electronic help. 2) Audio materials which allow listeners to listen to some speech, songs, or sounds; Visual Aids such as pictures, charts, graphs, etc that students can see without any electronic help; and Audio-Visual Materials which provide a channel of audio and visual input. 3) Hardware Materials comprised of computers, epidiascopes or overhead projectors; and Software compound of books, magazines, flash cards, and so on. 4) Big Media Materials including VCR, TV, computers; and Little Media consisting of radio, audio cassettes, etc. 5) Two-dimensional Materials which are Printed Materials such as chalk board, bulletin board, flannel board; and Three-dimensional materials formed by static model, dynamic model, working model, sectional model, etc.

Types of supplementary materials also include realia. Chiarantano (2005) says that realia refer to real life-like objects. This author states that Realia is a very useful tool for teaching English beginner students, especially for children because it helps them to create their own stories in classes and to use their creativity to learn while interacting with real material. According to Chiarantano, all the objects that the students can see or touch in the classroom can be used by teachers as a means of teaching vocabulary.

Online resources are other types of supplementary materials used in language classrooms. Soulier (1981) emphasizes that online resources are useful to teach EFL since technology helps in the teaching-learning process. Soulier also says that a

collection of bookmarks organized in a Web page, or through an e-group in an online platform are a set of teaching resources that teachers can put together.

Having discussed different, relevant theoretical concepts explained by linguists, sociolinguistics, psychologists, and teachers, it is necessary to mention that some research has been conducted on the use of supplementary materials for teaching EFL. Some of these studies, which have provided useful information on this issue, will be described in the following section:

Mohammed, Saw, and Tan in 2009 conducted a research in Malaysia to investigate some behaviors of interaction of adolescents in an online threaded discussion group. The method was qualitative. Data were collected through observation and surveys. The research process involved observing 11 writing lessons of 70 minutes over a six-month period of fieldwork. An initial semi structured interview and two shorter follow up interviews were applied. The researchers conclude that there was a good influence of online threaded discussions, especially in essays writing, grammar work, teaching of literature, and error corrections.

Muniandy, and Veloo in 2011 carried out a research in West Malaysia to find out if YouTube videos are really useful to teach English language. The information was gathered through observation and questionnaires. During the research process, English language video clips from various Internet sources were provided to pre service TESOL teachers to observe their applicability for the teaching in terms of technical qualities, content, attitude and readiness, student engagement, and pedagogical parameters. The teachers also were asked to fill in a questionnaire related to the five variables of the study, namely attitude and readiness, technical qualities, pedagogy, contents, and student engagement on the applicability of the video clips. The researchers' conclusion is that the great amount of video clips

available online can be used further to create a new edge in education and to enhance the English teaching and learning process.

Kelsen in 2009 carried out a research to explore the use of YouTube as supplementary material with EFL students through surveying student's attitudes towards using YouTube to study English. The general approach of the study was quantitative and qualitative. To collect data, surveys and questionnaires were applied. In the research process, at the beginning and the end of the semester; during regular classes, video material from the YouTube website was used to supplement the students' textbook. After watching the videos, the students were asked to complete various activities, i.e. cloze worksheets, split viewing, watch and tell the story, and spark discussions. Kelsen concludes that the use of You Tube as supplementary material to learn EFL was interesting, relevant, beneficial, and motivating for most of the students.

Shu-Mei, Jonas, Hsin, and Ming in 2010 conducted a research that took place in Taiwan. The purpose of this study was to find out if supplementary materials can be adopted to enhance college EFL learners' listening and speaking strategy use. To supplement the regular textbook, recycling vocabulary, read-aloud, and oral presentation materials were used with experimental group (EG). Shu-mei et al.'s conclusion is that the use of supplementary materials in target non-major English listening and speaking classes promoted the language skills of students.

Mohammed in 2010 conducted a study to know whether computer assisted instruction (CAI) can be used as a supporting material for teaching English. In the research process, word processing as a basis for using computers as a writing tool, for which a computer –assisted writing (CAW) course was used. Mohammed found

that the use of computers in EFL classes help most learners to develop their listening, speaking, reading, and specially writing skill.

Qualitative Tabulation

Chart one: Type of supplementary material used in public high school.

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

Author: Angelita Leitón

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		✓
	pictures	✓	
	charts		✓
	handouts		✓
	posters		✓
	word cards		✓
	whiteboard	✓	
Audio	songs		✓
	dialogues		✓
	stories		✓
	tales		✓
Audiovisual	videos		✓
	movies		✓
	documentaries		✓
Realia	objects (toys, plants, fruits)		✓
Online	websites		✓

Author: Angelita Leitón

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

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

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

Author: Angelita Leitón

Source: 1st year

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

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

Author: Angelita Leitón

Source: 2nd year

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

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

Author: Angelita Leitón

Source: 3rd year

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

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

Author: Angelita Leitón

Source: 1st year

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

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

Author: Angelita Leitón

Source: 2nd year

Quantitative Tabulation

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

Variable	Indicators	Public	Private
		F	F
Visual	flash cards		
	power point presentations		
	maps		
	pictures		
	charts		
	handouts		
	posters		1
	word cards		
	whiteboard	2	3
Audio	songs		
	dialogues		
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)	2	
Online	websites		
Total		4	4

Author: Angelita Leitón

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

Variable	Indicators	Public	Private
		F	F
Visual	flash cards		
	power point presentations	2	
	maps		
	pictures		
	charts		
	handouts		
	posters		
	word cards		
	whiteboard	3	3
Audio	songs		
	dialogues		
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
Total		5	3

Author: Angelita Leitón

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	1	
	charts		
	handouts		
	posters		
	word cards		
	whiteboard	2	
Audio	songs		
	dialogues		
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
Total		3	

Author: Angelita Leitón

Chart twelve: Frequency of use of supplementary materials.

Years	Public (f)	Private (f)	Total	
			F	%
1st	4	4	8	42.11
2nd	5	3	8	42.11
3rd	3	0		15.78
TOTAL	12	7	19	100

Author: Angelita Leitón

Chart thirteen: Frequency of used material in 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		2		2	16.70
	maps					
	pictures			1	1	8.30
	charts					
	handouts					
	posters					
	word cards					
	whiteboard	2	3	2	7	58.30
	songs					
Audio	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)	2				16.70
Online	websites					
Total		4	5	3	12	100

Author: Angelita Leitón

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

Variable	Indicators	1 st year	2 nd year	3 rd year	Total	
		F	f	f	F	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters	1			1	14.30
	word cards					
	whiteboard	3	3	0	6	85.70
	songs					
Audio	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					
Total		4	3	0	7	100

Author: Angelita Leitón

Description, Analysis, and Interpretation of Results

This section includes a qualitative and quantitative analysis which focuses on the obtained results of the supplementary materials used in 1st, 2nd, and 3rd years of public and private high schools. The qualitative analysis will examine supporting materials in terms of pertinence, appropriateness, and quality. And the quantitative analysis will determine and compare the frequency and variety of supplementary materials used in both high schools during the observed classes.

Qualitative analysis

Public High School

The supporting materials used in the five observed classes in the public high school are analyzed and described below.

1st year

Whiteboard

In the third observed class, the teacher used the whiteboard for introducing the topic of the lesson ‘Non-countable nouns’. The objective of this lesson was ‘to teach the grammar structure of questions with How Much’ and their answers. In this class the use of the whiteboard was partly pertinent because the examples explained by the teacher and written on the whiteboard contained the new structure the students had to learn; however, some of these examples contained grammatical errors. Here are three of these sentences which indicate such errors: ‘How much cost a cell phone? How much cost a book? How much cost the books?’ As it can be seen, the teacher explained the grammar in a wrong way. It made the students reproduce incorrect language forms exactly in the way the teacher did. This was observed when the teacher asked her students to take turns to write on the whiteboard their own examples. They wrote sentences as follows: “How much cost a computer? How

much cost an umbrella? etc. In spite of this fact, the use of the whiteboard contributed to achieve the lesson aim.

Referring to appropriateness, since adolescents like to learn through rules and systematic practice as stated by Zurawsky (2006), the use of the whiteboard in this observed class fitted well the student's level of knowledge and age because it was used for presenting and explaining the grammar structure related to questions with "how much". However, considering the incorrect grammar pattern taught by the teacher, it can be said that the use of this supporting material was partially appropriate.

Concerning quality, the teacher wrote the examples with legible writing, and they were big enough to be seen by the learners. Moreover, she used the whiteboard in a very organized manner. That is, the upper side of the board was used for introducing the topic of the class, the left side for modeling the teacher's examples, and the right side for writing the students' examples. Here, it is important to say that Sharma (1999) mentions that organization and good writing on the board are not enough to consider a positive use of it because if the board contains incorrect writing, being either about the language or the subject itself, here would be carrying out a bad use of it. Something closely related to this statement happened in this observed class. It means that the whiteboard was used in a very organized manner; nonetheless, there were incorrect grammar patterns provided by the teacher to her students; therefore, it can be said that the supplementary material used in this third class was not fully a teaching tool of good quality.

It was observed that the whiteboard was also used in the fourth class in which the topic was 'Countable Nouns'. The objective of the lesson was to teach 'Questions and answers with Countable Nouns'. In this class, the use of the whiteboard was

pertinent because the examples set on the whiteboard were related to the topic and objective of the class. These examples included ‘How many brothers and sisters do you have?’, ‘How many television sets do you have?’ etc. The students’ answers for both questions were ‘I have two sisters’ and ‘I have one television set’ respectively. Although the examples written on the whiteboard were totally related to the content of the class, one of them contained a grammatical error. This example was ‘How many brothers in law does Joselin has?’ Despite this fact, the use of the whiteboard supported the principal target for which it was applied, meaning that the objective of the lesson was accomplished.

In relation to appropriateness, the whiteboard was used for explaining grammar structures related to questions with how many. As it was mentioned, adolescents like to learn by rules, so the explanation of grammar illustrated on the whiteboard awaked their interest in the class, facilitating the teaching-learning process. Therefore, it was observed that the students’ understanding and age were taken into account by the teacher. Nonetheless, considering the incorrect grammar patterns taught by the teacher, it can be said that the use of the whiteboard was partially appropriate.

As far as quality is concerned, the use of the whiteboard was similar to the previous (third observed) class because the teacher’s writing was legible and big enough to be seen by the students. Furthermore, the whiteboard was used in a very organized manner. It means that the upper side of the whiteboard was used for setting up the topic of the class, the left side for setting the teacher’s examples, and the right side for the corresponding pupils’ examples.

Realia

In the first observed class, the teacher made use of realia for teaching English. An important thing to note about this class is that the teacher divided it in two different lessons. That is to say, there were two different topics and objectives in the same observed class which lasted forty five minutes. The topic of the “first lesson” was ‘Light Electricity’, and the objective was to teach vocabulary related to ‘Light Bulb’, for which the teacher showed students a common and rounded light bulb. In terms of pertinence, it can be said that the use of the light bulb was not completely relevant to the class because the teacher tried to teach vocabulary by pointing at the parts of the light bulb covered with krypton gas. As the learners could not see the parts of the light bulb, they looked at their books and did not entirely pay attention to the explanation of the teacher. So the objective of this lesson was only partially reached.

Referring to appropriateness, as stated by Sharma, Singh, and Upadhy (2008), if a teaching tool does not contribute to the students learning, it cannot be called supplementary material. It then can be said that the light bulb used by the teacher did not contribute to the learning process since it was not used appropriately to draw the students’ attention to the lesson. Instead, they paid attention to the book rather than focusing their minds on learning with the help of realia.

Regarding quality, the teacher tried to teach the parts of the light bulb by showing a too small light bulb which made it difficult for the learners, especially for those sitting in the middle and back of the class, to see it. Besides, the teacher tried to teach the inner parts of the light bulb; nonetheless, it was difficult for the learners to see such parts because the inner walls of its glass were completely covered with krypton gas. It is useful to note that the selection of this or that material which can fit

well within a topic must be made with a careful and judicious measure and not only by its aspect (Sharma, 1999). For this reason, the teacher should have chosen a bigger light bulb free of krypton gas in order to attract the learners' interest in the lesson. However, she did the opposite. As a consequence, the use of realia in this lesson was of poor quality and made the students focus on looking at a drawn light bulb on their books rather than paying careful attention to the supporting material which was intended to aid the teaching-learning process.

As mentioned above, there were two lessons carried out with different objectives and topics within the same observed class. The topic of the second lesson was 'Static Electricity', and its aim was to teach both verbs such as "hold", "rub", etc. and phrasal verbs which included "take out", "blow up" among others. To accomplish this aim, the teacher made the students use balloons brought by them to the class to do an experiment about static electricity in which they followed instructions and directions which were as follows: 1) 'Blow up the balloon', 2) 'Rub the balloon against your sweater 10 times'; 3) 'Hold the balloon close to your sweaters for a moment'; and 4) 'Let go off the balloon'. In terms of pertinence, the use of balloons was relevant to the content of the class because this material enabled the students to learn verbs and phrasal verbs by following commands. As the whole class was totally involved in working with the balloons, the material made a contribution to the achievement of the objective of the lesson.

Concerning appropriateness, McComas (1999) says that balloons not only must facilitate the students learning, but also stimulate the learning process and the retention for a long term in students' minds. In the observed lesson, it was clear that the use of balloons enthused students because this supporting material enabled them to better learn verbs and phrasal verbs. As adolescent students liked to learn through

balloons, it can be said that the use of this supporting material suited well the students' needs, knowledge, and age; therefore, the balloons were appropriately used.

Regarding quality, it was observed that the balloons were blown into an adequate size to be manipulated by the learners and were of different colors. It helped to capture the students' interest in the lesson, contributed to livening up the classroom atmosphere, assisted in the process of learning, and encouraged the participation of the students in the class.

Learning Styles

According to Pilling (2009), every person learns differently: by seeing (visual); by listening (auditory); and by touching, doing, and moving (kinaesthetic). In the 1st year of public high school, realia in the form of a light bulb was used as a means of teaching visual learners. The teacher used a small light bulb for getting the students to visualize its external and internal parts so that they can learn vocabulary. Although the whole class had difficulty seeing the small light bulb, the curiosity of visual students was aroused. Balloons, another type of realia perfectly fitted visual and kinaesthetic learners. In this case, the enthusiasm and attention to the lesson of visual students was totally captured by this supplementary material which made their learning satisfying. In the case of kinaesthetic learners, they moved around the classroom and touched as well as manipulated the balloons to do an experiment about static electricity in which they followed instructions and directions to learn verbs and phrasal verbs used for giving commands. Thus, kinaesthetic learners enjoyed learning English with realia. To teach English to analytical learners, the whiteboard was another supplementary material used in the observed classes. Sternberg (2009) says that analytical learners have the ability to compare and analyze items as a means of learning. It was observed that analytic students did not process

information to be compared and analyzed totally and effectively as the whiteboard was not used appropriately.

To sum up, during the five observed classes in the 1st year of public high school, the teacher catered to visual, kinaesthetic, and analytic learners. However, as already explained, she failed a little to cater to students with analytic learning style.

2nd Year

Whiteboard

In the first observed class, the whiteboard was used for introducing the topic 'Divorce'. The aim of the lesson was to practice speaking skills. Concerning pertinence, the use of the whiteboard was completely related to the topic of the lesson because the teacher drew on it a bar graph about divorced couples to orally make the students describe it. The teacher provided a useful, descriptive, and written entrance of each graph bar that the students used as a model to orally describe all the graphs. The modeled examples included patterns such as 'In bar number one, we can appreciate that...', 'In the same way, bar number two shows that...', and finally, bar number three reflects that...'; for the above described, the use of the whiteboard helped the teacher to reach the objective outlined.

In terms of appropriateness, the use of the whiteboard for drawing the bar graphs about divorced couples was appropriated because this teaching material provided a good source of visual information that helped young students practice their speaking skills. According to Hinchman and Sheridan-Thomas (2008), adolescent learners better engage to knowledge by using visual means as graphs. What the authors said was observed in this class since the students were attentive and completely interested in describing the graphs drawn on the whiteboard; therefore, it

can be said that the teacher took into consideration the learners' level, understanding and age.

As far as quality is concerned, the whiteboard was used in a very organized manner. At the top of the whiteboard, the topic of the lesson was written; in the center, three colored, rectangular, and vertical bars were drawn. These bars were distributed on the whiteboard as follows: a green bar at the left, a blue bar in the center, and a red bar at the right. These three bars included numerical data placed on the top of them and outside the axes of its Cartesian plane. All this well-distributed information seen on the whiteboard made it a useful teaching material which enabled the students to carry out an excellent and fluent description of the teachers' well-designed bar graphs. Therefore, the whiteboard was used as an excellent supporting material.

In the third observed class, the topic of the lesson was 'Sexual Health'. The objective was to practice speaking skills. In terms of pertinence, it can be said that the use of the whiteboard was not significant for the class because when the students heard about the topic and saw the objective of the class written on the top of the whiteboard, they expected to be better engaged in speaking practice. However, the teacher wrote on the whiteboard many long statements about 'Sexual Health'. As soon as the teacher did it, the learners lost their enthusiasm for the class. Besides, it was observed that the use of the whiteboard was targeted at intensive reading and writing practice rather than at listening practice. So it is worth saying that Kumari (2004) mentions that the use of teaching materials such the whiteboard allows the students to accomplish the aims of the lesson in an interesting and effective way. Drawing on Kumari's statement, it sadly can be said that the use of the whiteboard

did neither help the teacher reach effectively the objective of the lesson nor awoke the interest of the students in the class because of the reasons described above.

Regarding appropriateness, the use of the whiteboard for promoting speaking skills about Sexual Health was partially appropriate because what was written on this supporting material was extensive and not easy for the learners to assimilate. Something important to say at this point is that Ur (1991) says that although teenagers have a great potential to learn, they are considerably difficult to motivate. Taking into account what Ur mentions, it was observed that the amount of the content written on the whiteboard discouraged adolescent learners to fully participate in the speaking practice as it was expected by the teacher.

Concerning quality, it is important to remark that the teacher did not use the whiteboard to provide speaking practice as he mentioned at the beginning of the lesson since this supplementary material was used for writing and reading practice. So on the basis of this, it can be said that the teacher's writing was not legible because it was too small. Consequently, the use of the whiteboard was not a useful tool that allowed the teacher to teach English in a meaningful way.

In the fourth observed class, the whiteboard was also used. The topic of the lesson was 'Sexually Transmitted Diseases (SIDS)'. The objective of the class was 'to practice spelling'. To do this, the students volunteered to write on the whiteboard letter by letter short phrases related to 'Sexually Transmitted Diseases'. Concerning pertinence, the whiteboard was used effectively because the teacher drew on it a big table titled 'Sexually Transmitted Diseases' containing well-distributed sub boxes with five key terms such as Gonorrhoea, Genital herpes, Chlamydia, and Syphilis. As soon as the students saw the drawn table on the whiteboard, they could easily relate the topic of the lesson and were attentive to the teacher's explanations in order to

practice the spelling of short phrases such as ‘need to urinate frequently’, ‘burning sensation with urination’, etc. Therefore, it can be said that the supplementary material in question was pertinently used.

Referring to appropriateness, high school learners better engage to knowledge by using visual means as tables (Hinchman & Sheridan-Thomas, 2008). The authors’ words were reflected in the table illustrated on the whiteboard which facilitated the students to learn the new topic and practice the spelling of short phrases. It motivated the students to participate in class in an interesting manner. Since the adolescent learners liked to learn through the table illustrated on the whiteboard and were encouraged to be involved in spelling words effectively, it can be said that the teacher took into consideration the students’ level of knowledge, understanding, and age.

In relation to quality, the teacher used the whiteboard in a very organized way and made use of colored markers to draw the table and to write the content inside it. The table was drawn horizontally and consisted of five boxes wide by 6 boxes long; its divisions were in black. The upper horizontal row from left to right served for locating terms in red such as ‘Disease’, ‘Symptoms’, ‘Treatment’, ‘Serious’ ‘Risks’ and ‘Protection’. In the first vertical column on the left side there were located different diseases such as ‘Gonorrhoea’, ‘Genital herpes’, ‘Chlamydia’, and ‘Syphilis’. These terms were written in red. Moreover, all the information was legible, clear, and big enough to be seen by the whole class. Based on what was described, it can be said that the whiteboard was a useful teaching tool of good quality.

Power Point Presentations

Power Point presentations were used in the second observed class in which the topic was ‘Family members’. The objective of the lesson was ‘to investigate

about classmates' family members'. The use of this visual material was pertinent because it illustrated images that the students used as models to stand up and walk around the classroom in order to interview a classmate who answered questions about their family members. Moreover, the Power Point presentations contained the grammatical structure the learners used for asking questions such as '¿How many brothers do you have?', 'How many sisters do you have?' In this manner, the use of the Power Point presentations encouraged all the students to participate actively in the class. Hence, this material helped the teacher to accomplish the objective of the lesson.

Regarding appropriateness, the Power Point fitted well the level of knowledge, understanding and age of the adolescent learners because the visual material facilitated their speaking practice about family members. Something useful to comment here is that Murray and Christison (2011) say that adolescent learners are attracted by working with Power Point presentations. Relating the authors' comment to the observed class, the Power Point presentation captured the students' attention during the English lesson. It means that the students liked to learn through images since their learning was fun and easy. Therefore, it can be said that the Power Point presentation were used appropriately.

Considering quality, the Power Point presentations were attractive, colorful, interesting, and adequate in size. The good quality of the visual material was a useful complement for the teacher's language since she made the learning process significant, enjoyable and well- organized for the learners.

Power Point presentations were also used in the fifth observed class in which the topic was 'El Cóndor Pasa' The lesson aim was to learn vocabulary related to an Andean song called the same as the topic of the lesson. The new taught words were

“sparrow”, “snail”, “hammer”, “nail”, “jungle”, “street”, etc. In terms of pertinence, the use of the Power Point presentations was significant for the content of the class because this material contained images of a sparrow, snail, hammer, nail, jungle, street, etc. that the teacher showed the learners to present the new vocabulary. The visual material also contained the lyrics and the song itself that the students used for practicing the newly learned words. During this part of the lesson, it was observed that the students could easily remember the learned vocabulary while singing verses as ‘I’d rather be a sparrow than a snail’.... ‘I’d rather be a hammer than a nail’.... ‘I’d rather be a jungle than a street’..... As it can be seen, the Power Point presentations fitted well the content and the objective of the lesson by providing the students with a rich language input that helped the teacher to make the students learn vocabulary in a productive and meaningful way.

As for appropriateness, the song ‘El Cóndor Pasa’ was also displayed by Power Point. It was observed that the song used in this class encouraged the students a lot to learn vocabulary related to its lyrics because they are in an age in which music is around them. In relation to this point, Osborne (2005) mentions that teenagers are interested in music that motivates them to learn English. Based on Osborn’s words, it can be said that teenage students were interested in learning English through the song; therefore, the appropriate use of this audio material matched the students’ level of knowledge, understanding, and age.

Regarding quality, all the Power Point presentations were colorful, with clear images; the size of the lyrics of the song displayed on the slides was big enough to be seen by the class; and they contained good musical sound effect to be heard by the students. This high quality of the visual material attracted the students’ enthusiasm to

learn English and offered them an attractive and enjoyable learning environment conducive to learning.

Learning Styles

As stated by Oxford (2003), learning styles usually operate on a continuum or on multiple, intersecting continua. It means that a person has his/ her own preference for learning. In the second year of public high school during the five observed classes, the teacher motivated to visual, kinaesthetic, and auditory learners. For this, the teacher used the whiteboard to draw the students' attention to the lesson and to provide visual students with a rich source of visual stimulation to make their learning satisfying and productive. Visual learners were also stimulated to learn English with the help of Power Point presentations. The colorful slides used by the teacher enhanced and encouraged the learning of visual students.

Moreover the use of Power Point presentations helped the teacher to encourage kinaesthetic learners because they moved around the classroom to put into practice what they learned. As it is known, kinaesthetic learners are those who like to learn by developing activities which involve some type of physical movement. They did so while learning and working with Power Point presentations. Additionally, the use of slides helped the teacher to teach auditory learners because this material included a song which was played to offer a rich listening language input.

Summing up, auditory, kinaesthetic, and visual were the three types of learning styles that the 2nd year teacher of public high school tailored with the help of the supporting material already described and analyzed.

Third Year

Whiteboard

In the first class in which the topic was ‘Dishonesty in Advertising’, the objective was to write a complaint letter. Using the whiteboard for such practice was relevant to the content of the class since the teacher wrote on it a complaint letter which contained information about a ‘slim stick’ product which did not have the benefits it was supposed to have. This letter written on the whiteboard was used by the students as a model to write their own in order to practice their writing skills. In this manner the content illustrated on the whiteboard was completely related to the objective of the lesson and provided the learners a meaningful English learning.

In relation to appropriateness, it can be said that the whiteboard was appropriately used because the letter written on it had interesting content such as losing weight which not only captured the attention of girls but also of boy students in the class. So judging by the students’ interest on the written letter, it was evident that they liked to work with it. Therefore, the use of this supporting material helped the teacher to consider the level, understanding, and age of the learners.

Concerning quality, the teacher wrote on the whiteboard a letter with big, legible writing. The letter was well-distributed on the board so that all students were able to visualize it. Thus, the teacher wrote on the upper side of this supporting material the lesson theme; the left side was used to write down a list of four points to well organize the complaint letter, and the right side was used for writing it. Using the whiteboard in a very organized way allowed the students to focus their minds on doing their task effectively.

The whiteboard was also used in the second observed class in which the topic was ‘The Simple Present Tense’. The objective of the lesson was ‘To teach the

Simple Present Tense used in affirmative, negative, and interrogative sentences'. In relation to pertinence, the use of the whiteboard was significant for the class because the teacher wrote on it useful and practical examples showing the new grammatical structure that the learners were taught. Some of these examples were 'María listens to music', 'María doesn't listen to music', and 'Does María listen to music?' All the examples written on the whiteboard were used by the learners as the basis for practicing constructing their own sentences. Hence, the use of the whiteboard in this class assisted in the achievement of the objective of the lesson.

Referring to appropriateness, the use of whiteboard allowed the teacher to easily explain grammar related to the Simple Present tense with affirmative, negative, and interrogative sentences. These sentences helped the adolescent students to apply rules and systematic grammar patterns in the way they like to learn English, just as Zuruasky (2006) mentions. In short, it can be said that the teacher took into consideration the students' level of knowledge, understanding and age; therefore, the whiteboard was used appropriately for teaching English.

In relation to quality, it was observed that the information on the whiteboard was well-distributed. The examples displayed on this teaching material were legible and big enough to be seen by the learners. This facilitated the visual perception and retention of the learners. In short, using the whiteboard in this manner helped the teacher to focus on the students' minds on learning English as much as they could.

Pictures

In the first observed class the topic of the lesson was 'Dishonesty in Advertising', and the objective was to practice speaking. Using pictures for such practice was relevant to the content of the class since the teacher showed his students images representing a chemical 'slim-stick cream' used for reducing weight. To

carry out the spoken practice, the students were asked to give their opinion about the product illustrated on the pictures. In this practice, all students agreed that the products are a compound of chemicals that put in risk the health of customers, and are not free of them as the sellers advertise. In this speaking practice, the pictures showed by the teacher helped the learners to set the context in which they discussed about what they saw on visual material. In this manner, the use of pictures provided the learners a meaningful English speaking practice and enabled the teacher to achieve the objective of the lesson.

In relation to appropriateness, the pictures used in this class helped the teacher keep the learners' attention to fully engage themselves in the English lesson since they practiced their speaking skills by discussing about dishonesty in advertisement. Osborne (2005) says that pictures are useful to encourage students to keep a conversation going. What Osborne says was observed in the speaking practice because the whole class was involved in keeping a conversation going while working with pictures. Hence, it can be said that the visual material was used appropriately, and it enabled the teacher to take into account the students' level of knowledge, understanding and age.

Regarding quality, it was observed that all of the pictures were large, colorful, and attractive. These excellent characteristics of this visual material captured the students' attention to the class and stimulated their visual perception. Something worth remarking about the use of pictures in the language classroom is that they are good for establishing discussions and for making the spoken activity more interesting (Doff, 2007). What Doff says regarding the use of pictures was evident in the observed class since the pictures used by the teacher help him to establish an interesting speaking practice. Moreover, the high quality of the pictures

created a lively environment in which it was pleasurable for every student to learn English.

Learning Styles

In the 3rd year of public high school, two kinds of learning styles were considered. They were analytic and visual. The whiteboard was used for teaching grammar to analytic learners. Regarding visual learners, Oxford (2003) states that they like to assimilate information through pictures, diagrams, flow charts, time lines, films, and demonstrations. The teacher in the observed classes used some colorful and attractive pictures to motivate visual learner to learn English. These types of students were happy retaining and absorbing visual information.

In conclusion, during the five observed classes in 3rd year of public high school, the teacher catered both to analytical learners through the use of the whiteboard which promoted the analysis of grammar rules, and to visual learner with the use of some pictures which stimulated the assimilation of visual information.

Private High School

The supplementary materials used in the five observed classes in the private high school are analyzed and described below.

1st Year

Whiteboard

In the first observed class, the topic of the lesson was ‘The Rainforest’. The objective was to provide extended practice of vocabulary related to the rainforest. The use of the whiteboard was pertinent to the content of the class because the teacher wrote two filling-in exercises with five sentences to be completed. These sentences were as follows: 1. Here plants grow in deep shade____, 2. Trees that break through the canopy____, etc. The words that the learners used to do the filling-

in exercises on the whiteboard included ‘Rainforest’, ‘Canopy layer’, ‘Under storey layer’, ‘Shrub layer’, ‘Herb layer’. By doing this kind of exercises on the whiteboard, the learners had the opportunity to practice vocabulary that they had been learned previously from their books. As it can be seen, the use of the whiteboard was extremely helpful to achieve the objective of the lesson.

In relation to appropriateness, Hinchman and Sheridan-Thomas (2008) suggest that teachers teach adolescent learners new vocabulary by filling in blanks. This suggestion was materialized by the teacher when her learners became interested and motivated to do the filling-in exercises with the new words. As adolescent students liked to learn English vocabulary in an interesting manner, it can be said their level of knowledge, understanding, and age were taken into consideration.

Referring to quality, the content written by the teacher on the whiteboard was well-organized, legible, and big enough so that the learners saw it without any difficulty. This contributed to maintaining both the students’ attention to the task they did and their participation in the class. Therefore, the learners enjoyed learning English with the help of the whiteboard.

In the third observed class, the topic was ‘The Natural World’. The aim of the lesson was ‘To reinforce the grammar structure with “how much” in order to ask questions about non-countable nouns’. The use of the whiteboard was pertinent because the learners transcribed questions from their books and answered them on this supporting material by using information that they previously had read in their textbooks. The information written on the whiteboard contained questions and answers related to water; here are two of those questions and its answers. ‘How much water is on Earth?’ ‘There is about 1.4 billion km³ of water on Earth’ and ‘How much of the Earth’s water is fresh?’ ‘Only about 3% of it is fresh’. As the use of the

whiteboard was closely related to the content of the class, it helped the teacher reach the objective of the lesson successfully.

In relation to appropriateness, all the questions to be transcribed by the students on the whiteboard motivated them to participate in class in which they reinforced the learning of grammar related to questions with “how much”. Something important to remark is that Zurawsky (2006) affirms that adolescent students like to learn foreign languages through rules. It then was observed that the grammar exercises transcribed on the whiteboard were a source of stimulus to learn grammar through rules since the learners liked to analyze how each sentence was constructed. Therefore, it can be said that the level of work, understanding, and age of the students was considered since the whiteboard was used appropriately.

As for quality, although the teacher only wrote the theme of the class on the whiteboard, she made the students transcribe the questions and answer them in an organized way and with a legible writing so that the whole class could visualize the information illustrated on the supporting material. In this manner, the use of the whiteboard was a useful teaching tool for every student.

In the fourth observed class the topic of the lesson was ‘Man and Woman’. The objective was ‘to teach adjectives’ such as ‘smart’, ‘intelligent’ ‘handsome’, ‘robust’, ‘strong’, ‘beautiful’, ‘slim’, ‘sexy’; ‘physical’ ‘cheerful’, ‘independent’, ‘friendly’. Using the whiteboard to teach these adjectives played a key role in helping the teacher to accomplish the objective of the lesson since the learners got familiarized quickly with the new words and constructed their own sentences by describing their classmates and by using the adjectives mentioned above. They wrote sentences such as ‘Carlos is smart’, ‘Estefanía is intelligent’, etc. Therefore, the use of this supplementary material was pertinent to the content of the class.

In relation to appropriateness, Johnson-Gerard (1999) states that teenagers are interested in maintaining their personal image, which gives them an internal desire to learn about this. So regarding the authors' words, the use of the whiteboard with the written adjectives on it, made the students become interested in learning words related to personal features. As the teenage students liked to describe their classmates' appearances it can be said the teacher took into consideration the students' understanding and age.

Concerning quality, all the content displayed on the whiteboard was clear, legible, well- organized, and big enough to be seen, absorbed, and retained by the students. All of this helped the teacher to make this supplementary material a useful tool to teach English.

Posters

In the fourth observed class the topic was 'Man and Woman', and the lesson aim was 'To teach adjectives used for describing men and women'. In this class the teacher first orally introduced adjectives such as 'beautiful', 'slim', 'sexy', 'physical', among others, and then she asked her students to use these adjectives to describe posters of men and women top models. It was observed that all the students wanted to take part in the description of images shown in the posters in order to learn the adjectives introduced by the teacher. Some of the examples that the students gave describing the people outlined by the posters were as follows: 'He looks handsome', 'She looks beautiful' etc. Judging the content of the posters, it can be said that the use of this visual material was highly related to the topic and objective of the class. Thus, the use of the posters was pertinent to the class and assisted directly in the achievement of the aim of the lesson.

Referring to appropriateness, the students' level of understanding, knowledge, and age were taken into consideration by the teacher because the students liked the posters used for learning adjectives and were happy as well as willing to work with the visual material, which easily arouses the teenagers' interest in learning about personal image as stated by Johnson-Gerard (1999). Therefore, juggling the students' attitude toward the lesson, it is worth saying that the use of posters encouraged them to totally engage themselves in the English lesson.

Regarding quality, it was observed that the four posters were large, colorful, and attractive. This excellent quality of the visual material captured the students' attention to the class and stimulated their visual perception. Something worth remarking here is that Dash and Dash (2007) point out that supplementary material add beauty and color to the classroom teaching. What Dash and Dash (2007) say was observed in this class since the high quality of the posters used by the teacher added beauty and color to the classroom instruction. Furthermore, the posters created a lively environment conducive to learning in which all the learners showed curiosity to learn English.

Learning Styles

In the 1st year of private high school, two kinds of learners were catered: analytical and visual. The use of the whiteboard helped the teacher to make analytic learners work with grammatical structures to learn as they like. It means that the attention to the lesson of analytical learners was totally captured by using the whiteboard which made their learning satisfying and meaningful. In the case of visual learners, the teacher used colorful and attractive posters to motivate them to learn English.

In conclusion, during the five observed classes in 1st year of private high school, the teacher catered analytical and visual learners through the use of the whiteboard and posters that encouraged them to enhance their learning.

2nd Year

Whiteboard

In the second observed class the topic of the lesson was ‘Sex in Ecuador’. The aim of using the whiteboard was to evaluate listening comprehension. To do this, the students first listened to a dialogue about having sex for the first time which was in their textbook; next, the teacher wrote on the whiteboard five questions related to the dialogue; finally, the learners answered each question. Two of those questions and its answers written on the whiteboard were as follows: 1) ‘Who did you have your first relationship with?’ Men’s answer: girlfriend. Women’s answer: ‘most with their husbands after their marriages’. And 2) ‘Where did you have sex for the first time?’ Men and women’ answers: ‘at home or in a friend’s house’. It was observed that using the whiteboard for evaluating the students’ comprehension was pertinent to the lesson since the students wrote their answers effectively on it, demonstrating that they paid careful attention to the lesson. As such, the use of the whiteboard made an important contribution to achieve the objective of the lesson.

In relation to appropriateness, the use of the whiteboard suited well the students’ level of knowledge, understanding, and age because after the students listened to the dialogue mentioned above, the teacher helped by the whiteboard could check the listening comprehension of her students, by asking them to give answers, in a written way, to easy questions illustrated on the whiteboard. In this manner it became evident that the whiteboard was used appropriately since the students were highly encouraged to participate in the English class.

Regarding quality, although all the content was written in black color, it was clear, organized, and big enough to make it completely legible for the students. In this case, the teacher wrote on the upper side of the whiteboard the topic of the lesson and on the rest of this supporting material, she put several questions and made the learners write their answers for each question. This enabled them to focus their minds on providing information needed to complete their task on the whiteboard.

In the fourth observed class, the topic of the lesson was 'The Environment'. The objective of using the whiteboard was to teach vocabulary such as floods, droughts, and contamination in Ecuador. To accomplish this aim, the teacher first presented the new vocabulary in an oral way; next, she drew on the whiteboard a three columned-table with the new taught words that were entirely related to the topic of the lesson. After that, the learners with the new vocabulary practice constructing sentences such as 'Flooding in Quito is caused by poor drainage systems', 'Drought in Ecuador is caused by burning and indiscriminate felling of forests', etc. These sentences were written on each one of the three columns of the table drawn on the whiteboard. As for pertinence, it was observed that the use of the whiteboard played a useful role in helping the teacher to achieve the objective of the lesson.

Concerning appropriateness, Hinchman and Sheridan-Thomas(2008) state that tables are the bond between developing linguistic proficiency and developing content knowledge in adolescent learners. Relating the authors' comment to this class, the table drawn on the whiteboard helped the students to grasp the meaning of the new vocabulary. It means that such table facilitated the learning of the new words, as well as the increasing of their English lexicon for future appliances in any of their language skills. In this lesson, it was also observed that the learners enjoyed

learning English through the table illustrated on the whiteboard. This is the reason why it can be said that the teacher took into consideration the students' level of knowledge, understanding, and age when using the whiteboard.

Referring to quality, the table that the teacher drew on the whiteboard was clear, attractive, with legible writing, and with well-distributed information. This table contributed to attracting the students' attention to the learning of vocabulary. On the basis of this, the whiteboard was a useful teaching tool.

In the fifth and last observed class of the second year of private high school, the topic of the class was 'Problems with water'. The objective of the lesson was 'to develop speaking and writing skills'. The whiteboard was used for displaying an outline with ideas that the students brainstormed about three themes which were 'contamination, diseases and death'. Once outlining the information, the learners used it for speaking practice in which they discussed a little about the causes of contamination leading to diseases, i.e. cancer, gastric ulcers, etc. and death. When the students finished the speaking practice, they wrote on the whiteboard a short summary of what they talked about. All the information written on the whiteboard was completely related to the theme of the lesson. As described, the use of the whiteboard led to speaking and writing practice; therefore, it was pertinent to the class.

Regarding appropriateness, it can be said that for the learners it was easy to brainstorm their ideas which were written on the outline displayed on the whiteboard because they, as adolescents, can be easily stimulated to work with themes related to the environment just as Osborne (2005) states. So the level of the students' understanding, and age were matched as the use of the whiteboard not only allowed them to generate and brainstorm simple and coherent ideas but also to actively

participate in speaking and writing practice. In other words, the adequate use of the whiteboard made the students' learning meaningful, joyful, and efficient.

In relation to quality, the outline displayed on the whiteboard was clear, organized, and the writing was legible and big enough to be seen by every student. Similarly, when the learners wrote the short summary of what they first discussed, they did it in a neat and clear way. In this observed class, the good use of the whiteboard played a key role in making the students' learning significant.

Learning Styles

In the 2nd year of private high school, most of the time visual learners were aided by the teacher, since she used the whiteboard for providing visual learners with an excellent channel of visual input. In this case, colorful and attractive teaching context was written, and drawn on the whiteboard to stimulate the ability to retain information of visual students. In short, during the five observed classes in 2nd year of private high school, the teacher catered to visual learning styles through visual information displayed and illustrated on the whiteboard that stimulated the English learning.

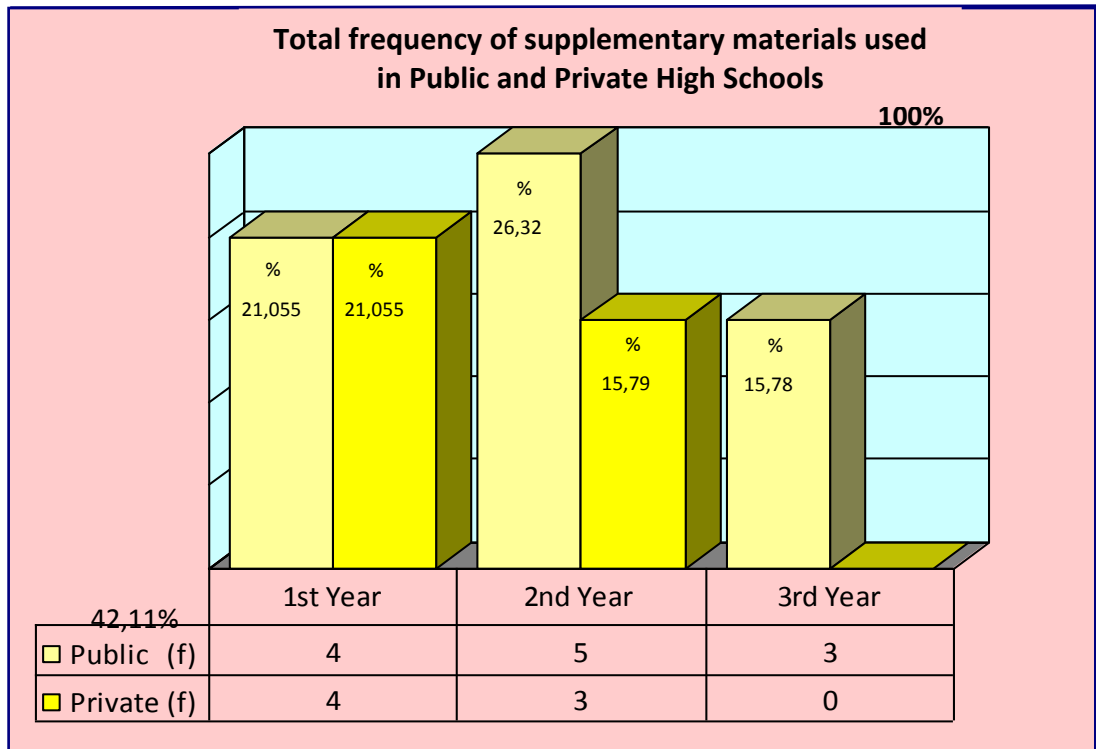
3rd year

During the five observed classes in the 3rd year of the private high school, the teacher did not use any supplementary material because she only taught English with the students' textbooks. The teacher argued that the book contained everything needed to work in the EFL classroom. That is the reason she did not make use of supporting material in her classes.

Quantitative Analysis

This section includes a quantitative analysis which is done to determine and to compare the frequency and variety used in public and private high schools during the observed classes. The five graphs below display the frequency and variety of the supporting materials used in the public and private high schools.

Graph 1



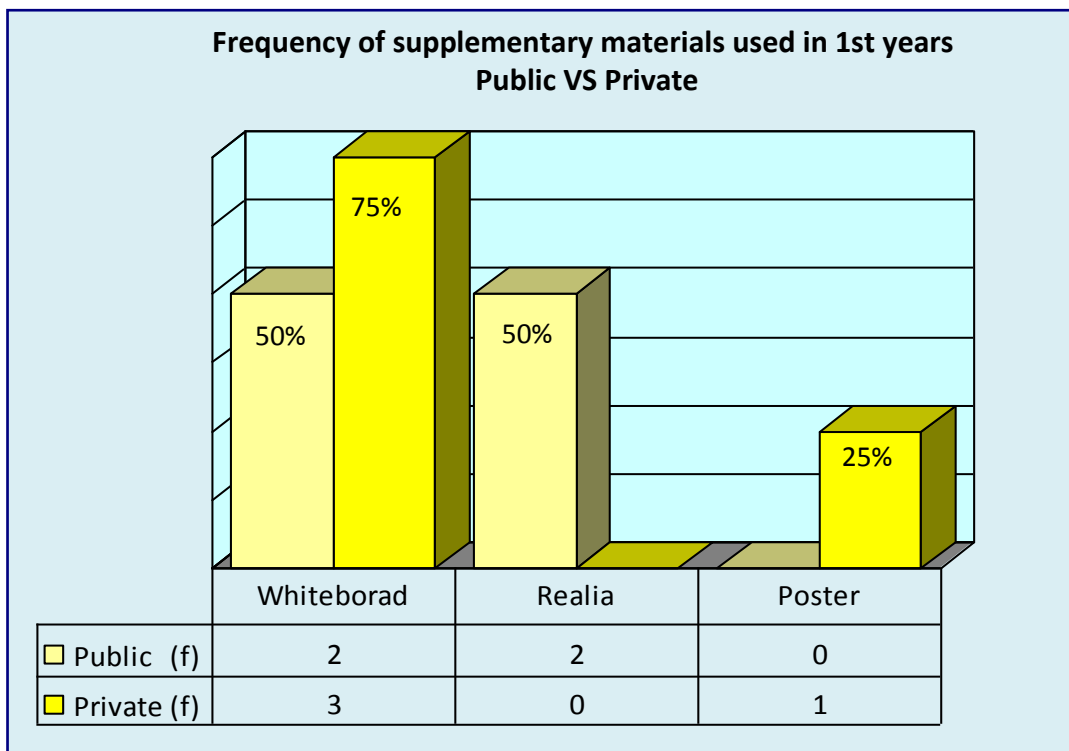
Graph 1 indicates that supplementary materials were used both in public and in private high schools, in the following way: in 1st year of public high school, supplementary materials were used four times, which represents 21, 055% similarly, the private institution used supplementary materials with the same number of times (4) and percentage (21,055%) than the public; therefore, enclosing the results of teaching materials used in the two 1st public and private years, it can be said that they reached a 42, 11% which is quite a lot because it nearly 50% of the total of the supporting material used in both public and private high schools.

Regarding 2nd public and private years, the results are as follows: in the public high school, supplementary materials were used five times representing 26, 32% in comparison to the 2nd year of the private institution supplementary materials were used only three times, being represented by 15, 79%. So adding data of the supplementary materials used in 2nd years of public and private high schools, it can be said that these materials represent 42, 11% which is also considered as frequent for being close to 50% of the total of the teaching materials used in both institutions.

In relation to 3rd years, it can be seen that in 3rd year of public high school supporting materials were used three times which represents 15, 78% whereas in the same year of the private high school no supporting materials were used. So the percentage that represents 3rd years on both institutions corresponds to 15,78% which is very little in relation to the 100% of supplementary materials used in both public and private high schools.

Summing the final results of both institutions, it can be said that in the public high school supplementary materials were used 12 times which represents 63,15% of the total of supplementary materials used in both institutions whereas in the private high school, they were used seven times which represents 36, 85% of the total of supplementary materials used in both institutions; therefore it can be seen that the public high school used more supplementary materials than the private high school.

Graph 2



As shown in graph 2, supplementary materials were used the same number of times (4) in public and private high schools referring to 1st year. The whiteboard was used two times in 1st year of public high school which is equivalent to 50% whereas in 1st year of private high school this teaching material was used three times, representing 75%. As it can be seen, 75% is the highest percentage between the two years since the whiteboard was used more in private than in public high school. Furthermore, it was observed that the teacher in 1st year of public high school used the whiteboard twice to encourage the students to learn grammar while the teacher in 1st year of private high school used the whiteboard three times to keep the students' interest in learning grammar and vocabulary as well.

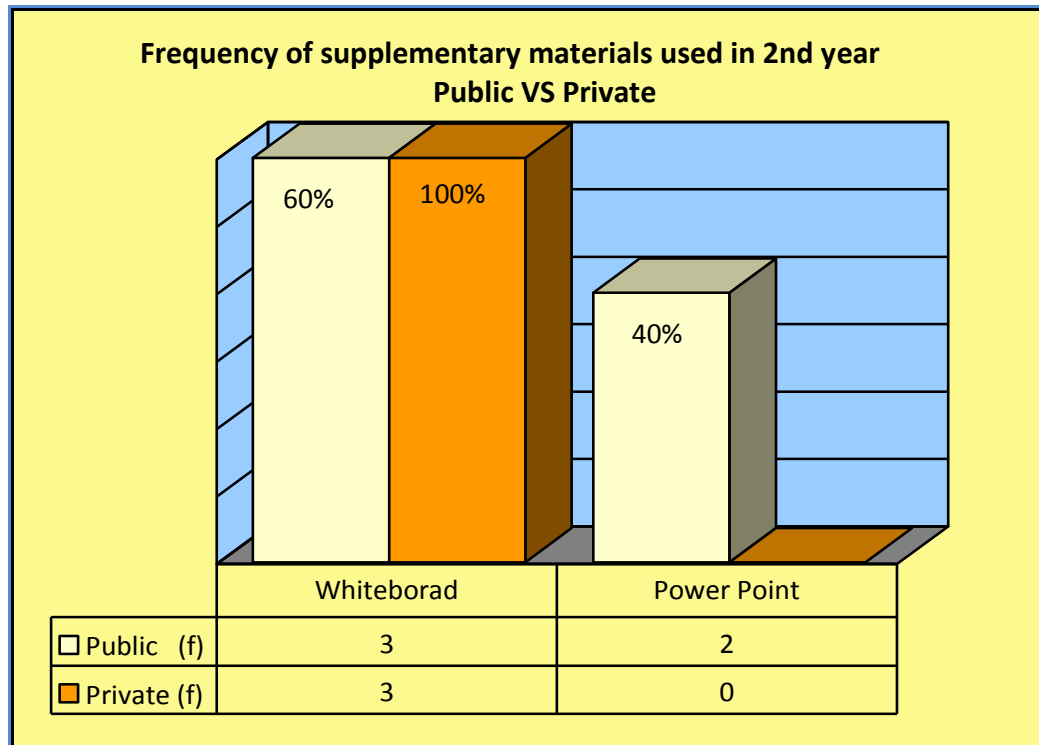
Moreover, realia was used two times in 1st year of public high school which is equivalent to 50%. On the other hand, this supporting material was not used by the teacher in 1st year of private high school. In addition, it can be seen that posters were

used once in 1st year of private high school which represents 25% whereas in 1st year of public high school, this visual aid was not used.

The obtained results above demonstrate that the 1st year teacher of public high school used the whiteboard and realia because she mentioned in the applied survey that these materials motivate the learners to learn English, enable them to get ready to start the teaching-learning process, and offer the pupils an opportunity to learn better. Similarly, the teacher of the 1st year of private high school in the applied survey considers that the use of supporting materials in English classes stimulate the students to learn in an easy and clear way. That is the reason why she used the whiteboard and the posters as indicated above.

Based on the survey applied to the students, most of them mentioned that the different supporting materials used by the teachers of public and private high schools helped them remember and understand the lesson as well as participate in class. That is the reason why it was observed that the learners enjoyed learning English with realia, the whiteboard, and posters.

Graph 3



Graph3 shows that the whiteboard was used three times in 2nd year of public high school which is equivalent to 60%. Likewise, this teaching material was used three times in 2nd year of private high school; however, its percentage corresponds to 100% since the whiteboard was the only teaching material used in 2nd year of private high school. That is, the percentage of the use of the whiteboard in 1st year of public high school is higher than the percentage of 1st year of private high school although this material was used the same number of times in each year. Moreover, while the teacher in 1st year of public high school used the whiteboard for making the students answer questions, learn vocabulary, and practice their listening and writing skills, the teacher in 1st year of private high school used this material for involving the learners in spelling and speaking practice.

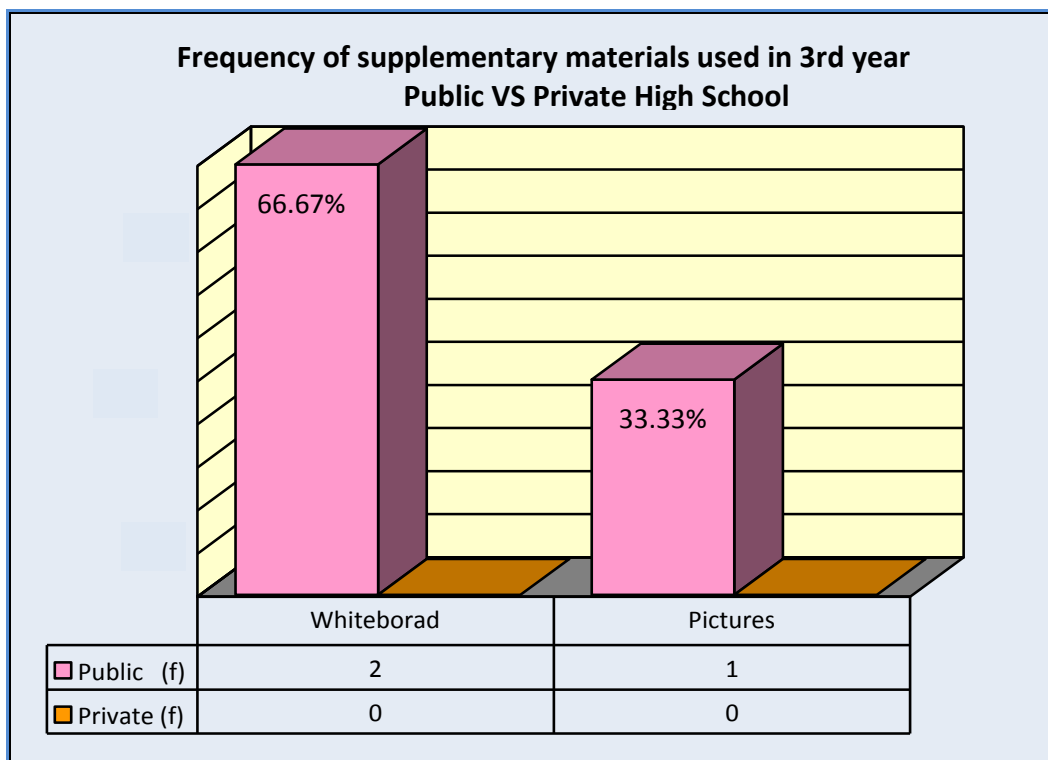
Furthermore, Power Point presentations were used twice in 2nd year of public high school. In contrast, this visual aid was not used in any of the observed classes corresponding to the 2nd year of private high school.

Based on the information described and analyzed above, it can be said that in 2nd year of public high school supporting materials were used five times whereas in 2nd year of private high school, supplementary materials were used three times.

As outlined in the survey, the 2nd year teachers of public and private high schools mention that the use of supporting materials motivates students to learn English, help them understand the lesson being taught, awake their interest and attention to do their tasks. According to the 2nd year teacher of private high school, the use of supplementary materials is a positive and necessary teaching source that clarifies some ideas that students do not understand, aids to the right development of the class, and is an essential part of the students' learning. These are the reasons why the teachers in 2nd years of public and private high schools used the supporting material indicated above.

Moreover, considering the survey applied to the students, most of the respondents answered that the supplementary materials used in the observed classes contributed to their understanding of the lesson. What the students mentioned in the survey was confirmed during the observed lessons.

Graph 4

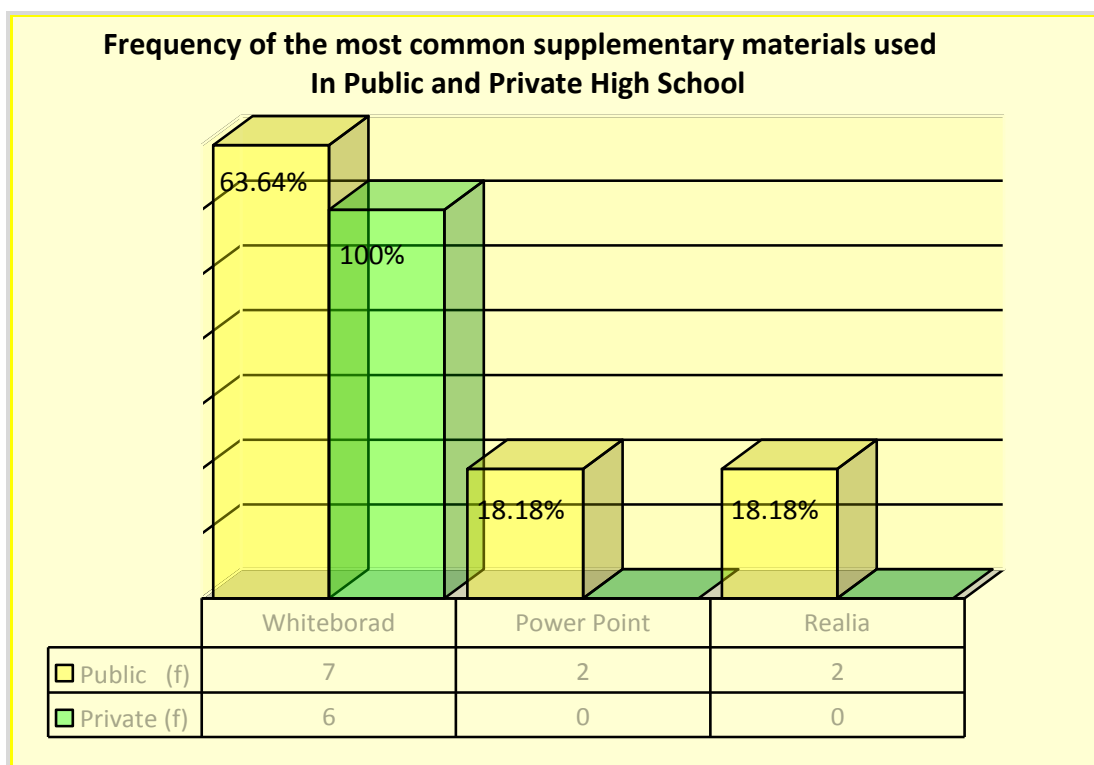


Graph 4 shows that pictures were used once which is equivalent to 66.67% and the whiteboard was used two times, representing 33.33% of the supporting materials used in 3rd year of public high school. As is it can be seen, 66.67% is the highest percentage between the two supporting materials used in 2nd year of public school, showing that the whiteboard was used more than pictures. The 3rd year teacher of public high school in the survey considers that the supporting materials indicated above encourage students to learn English. For this reason, the teacher used pictures and the whiteboard for teaching English. Furthermore, judging the reaction of the students to the lessons being taught, it was observed that the use of pictures and the whiteboard helped most of them assimilate knowledge of what they learned just as they mentioned in the survey.

On the other hand, no supporting material was used in the 3rd year of private high school because the teacher in the survey mentions that the book contains

sufficient material to make students learn English. As the teacher in the 3rd year of private high school did not use any supporting material, no student was chosen to be interviewed.

Graph 5



Graph 5 reveals that in the observed classes of public high school the most common supplementary material used for teaching English was the whiteboard, followed by power point presentations and realia. In this high school the whiteboard was used seven times, two in 1st year, three in 2nd year, and two in 3rd years which is equivalent to 63.64%. Power Point presentations were used twice in 2nd year and realia was used twice in 1st year. The frequency of use corresponding to each of these supporting materials is 18.18%. As it can be seen, the highest percentage of supporting materials used in public high school corresponds to the whiteboard.

Concerning the private high school, the whiteboard was the most common supplementary material used in this institution during the observed classes. It was used six times, three in 1st and three in 2nd years. This frequency of use represents 100%.

Analyzing the results of the most common supplementary material used during the observed classes, it can be seen that there were three types of supporting materials used commonly in public high school such as whiteboard, Power Point presentations and realia whereas in the private high school, there was only one supporting material used most of the times as the whiteboard was.

To sum up, the quantitative analysis was based on observations and surveys applied to the teachers and learners. The reasons for the obtained results were given below each graph corresponding to 1st, 2nd, and 3rd years of public and private high schools. Furthermore, the teachers of the two institutions only used five out of 18 supporting materials which were the whole variables of the research.

Conclusions

- ✓ For teaching English in public and private high schools, the teachers in 1st, 2nd, and 3rd years used Power Point presentations, pictures, posters, and the whiteboard.
- ✓ In the observed classes corresponding to 1st, 2nd, and 3rd years of the public school, the most common supplementary material used for teaching English was the whiteboard followed by Power Point presentations and realia.
- ✓ During the observed classes corresponding to 1st, 2nd, and 3rd years of the private high school, the most common supplementary material used for teaching English was the whiteboard.
- ✓ Most of the materials used in the public and private high schools were pertinent to the topic and objective of the classes.
- ✓ In the public and private high schools the supporting materials most of the times were used appropriately, considering the students' level of understanding, and their age.
- ✓ Most of the supplementary materials used in the observed classes were well-designed, attractive, colorful, and of good quality.
- ✓ In all the classes auditory, analytic, kinaesthetic, and visual learning styles were considered when using the materials.

Recommendations

- ✓ The teachers of public and private high schools should continue using different supplementary materials for teaching EFL and adding variety to the lessons.
- ✓ Teachers should be instructed to use a wide range of supporting materials for teaching adolescents in EFL.
- ✓ Teachers should be well instructed to identify the different learning styles so that they can use supplementary materials to make learners work in accordance with their preferred way of assimilating and processing information.

References

- Broughton, G., Brumfit, Ch., Flavell, R., Hill P., & Pincas A. (2003). *Teaching English as a foreign language*. (2nd ed.). New York, NY: Routledge and Kegan Paul Ltd.
- Cameron, L. (2001). *Teaching languages to young learners*. England. Cambridge University Press.
- Chiarantano, S. (2005). *Realia*. Retrieved from <http://www.usingenglish.com/weblog/archives/000228.html>
- Dash, N., & Dash, M. (2007). *Teaching English as an additional language*. New Delhi: Atlantic.
- DeBord, k. (1989). *Creative teaching: Simulations, games, and role playing*. Virginia: Polytechnic Institute and State University-Blacksburg.
- Doff, A. (2007). *Teach English: A training course for teachers: Trainers' handbooks* 2. England: Cambridge University Press.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Harlow: Pearson Longman.
- Hempel, M. (2009). *Global English: English is changing the world – In what way is the world changing the English language and the way it will be taught?* Germany: GRIN Verlag.
- Hinchman, K., & Sheridan-Thomas, H. (2008). *Best Practices in Adolescent Literacy Instruction*. New York, NY: The Guilford Press.
- Johnson-Gerard, M. (1999). *How to teach English to teenagers*. Retrieved from http://www.ehow.com/how_7620905_teach-english-teenagers.html

- Kelsen, B. (2009). Teaching EFL to the iGeneration: A survey of using YouTube as supplementary material with college EFL students in Taiwan. *CALL-EJ Online, 10*, 1-18.
- Kumar, R. (2006). *Teaching of English*. New Delhi: Lotus Press.
- Kumari, S. (2004). *Increasing role of technology in education*. New Delhi: Isha Books.
- Lefever, M. (2004). *Learning styles: Reaching everyone God gave you*. Colorado Springs: David C. Cook.
- Maxom, M. (2009). *Teaching English as a foreign language for dummies*. England: John Wiley & Sons, Ltd.
- McComas, B. (1999). *Definition of a teaching aid for a play school*. Retrieved from http://www.ehow.com/about_6509973_definition-teaching-aid-play-school.html#ixzz1mK0ltQNK
- Mohammed, A., Saw, K., & Tan, K. (2009). Improving school English in Malaysia through participation in online threaded discussion groups. *Asian EFL Journal, 11*, 2, 147-162.
- Mohammed, A. (2010). *Using computer applications in EFL classes writing*. Retrieved from http://colleges.ksu.edu.sa/Arabic%20Colleges/CollegeOfEducation/Educational_Technology/nadwah/Documents/%d8%a7%d9%85%d9%84%20%d8%a7%d8%a8%d9%88%20%d8%b1%d8%b2%d9%82.pdf
- Muniandy, B., & Veloo, S. (2011). Views of pre service teachers in utilizing online video clips for teaching English language. *International Journal of Social Science and Humanity, 1*, 3, 225-228.

- Murray, D., & Christison. (2011). *What English language teachers need to know: Facilitating learning*. New York, NY: Routledge.
- Osborne, P. (2005). *Teaching English one to one*. London: Modern English Publishing Ltd.
- Oxford, R. (2003). *Learning styles and strategies*. California: Oxford University Press.
- Pilling, A. (2009). *Learning styles*. Retrieved from <http://ezinearticles.com/?Learning-Styles&id=2361595>
- Pinter, A. (2006). *Teaching young language learners*. New York, NY. Oxford University Press.
- Raimes, A. (1983). *Techniques in teaching writing*. New York, NY: Oxford University Press.
- Rost, M. (2006). *Generating students motivation*. New York, NY: Pearson Education, Inc.
- Soulier, J. (1981). *The instructional media library*. New Jersey: Educational Technology Publications, Inc.
- Sternberg, R. (2009). *Cognitive Psychology*. (5th ed.). Belmont: Wadsworth, Cengage Learning.
- Schreiner, E. (1999). *Effective methods of teaching adolescents*. Retrieved from http://www.ehow.com/way_5721466_effective-methods-teaching-adolescents.html
- Shu-Mei, G., Jonas, A., Hsin C., & Ming C., (2010). Adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners. *The Hiromitsu Journal*, 59, 25-41. Retrieved from <http://gas.hk.edu.tw/main/download/journal/59/25-41.pdf>

- Sharma, P. (1999). *Teaching of life science*. New Delhi: APH Publishing Corporation.
- Sharma, T., Singh, Y., & Upadhya, B. (2008). *Educational technology: Teaching and learning*. New Delhi: APH Publishing Corporation.
- Ur, P. (1991). *A course in language teaching: Theory and practice*. England: Cambridge University Press.
- Vernon, Sh. (2006). *How to teach English for different learning styles*. Retrieved from [http:// www.teachingenglishgames.com/Articles/Learning_Styles.htm](http://www.teachingenglishgames.com/Articles/Learning_Styles.htm)
- Woolfolk, A. (2010). *Educational psychology* (11th ed.). Upper Saddle River, NY: Person Education, Inc.
- Zurawsky, Ch. (2006). *Foreign language instruction: Implementing the best methods teaching*. Retrieved from http://www. aera.net/uploadedFiles/Journals_and_Publications/Research_Points/ AERA_RP_Spring06.pdf

Annexes

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

YEAR: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

SUPPLEMENTARY MATERIAL USED TO TEACH THE LESSON: (Check ✓ the ones have been used)

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

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Was it used appropriately in relation to the topic of the class? yes___ no ___ Why?

Was it used appropriately in relation to the objectives of the class? yes___ no ___ Why?

Was it used appropriately in relation to the students' age? yes___ no ___ Why?

Was it used appropriately in relation to the students' level? yes___ no ___ Why?

Was it used appropriately and applied with creativity and originality? yes___ no ___ Why?

Were students motivated with the presented material? yes__ no__ Why and How?

(For example, activates participation, awakes students' interest and curiosity)

How do you consider the quality of the used material?

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

YEAR: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clase de Inglés?					
¿Te ayudó a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con que materiales crees que aprenderías mejor el tema de clase?					
VISUALES <ul style="list-style-type: none"> • flash cards () • diapositivas () • mapas () • gráficos o fotos () • tablas u organizadores gráficos () • hojas con actividades () • posters () • tarjetas con palabras () • pizarrón blanco o negro () 		AUDIO <ul style="list-style-type: none"> • canciones () • diálogos () • historias () • cuentos () AUDIOVISUALES <ul style="list-style-type: none"> • videos () • películas () • documentales () 		OBJETOS REALES <ul style="list-style-type: none"> • objetos: () (juguetes, plantas, frutas, etc.) ONLINE <ul style="list-style-type: none"> • websites () 	
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
<hr/> <hr/>					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional? () siempre () de vez en cuando					

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

YEAR: _____

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

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

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

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

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

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

Why?

Anexo N° 5

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: January 3th, 2012

CLASS N° 1

YEAR: 1st. B. Common "B"

TOPIC OF THE LESSON: The Rainforest

OBJECTIVE (S): To provide extended practice of vocabulary related to the rain forest

SUPPLEMENTARY MATERIAL USED TO TEACH THE LESSON: (Check ✓ the ones that have been used)

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

DESCRIPTION OF THE USED MATERIAL:

white board (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

- to read the written content on the white board
- to complete spaces in blank with learned vocabulary: Here plants grow in dce shade
Trees that break through the canopy

Was it used appropriately in relation to the topic of the class? yes no Why?

because the task done on the whiteboard by the students allowed them to use the learned vocabulary

Was it used appropriately in relation to the objectives of the class? yes no Why?

because students were able to learn the established vocabulary by the teacher with the help of the whiteboard

Was it used appropriately in relation to the students' age? yes no Why?

because all the students were attentive during the class

Was it used appropriately in relation to the students' level? yes no Why?

because all of them were able to understand the content taught by the teacher

Was it elaborated and applied with creativity and originality? yes no Why?

because the way of filling spaces in blank was interesting for students

Were students motivated with the presented material? yes no Why and How?

(For example, activates participation, awakes students' inters and curiosity)

because all were interested and wanted to participate filling the written exercises on the whiteboard

How do you consider the quality of the used material?

Its quality was good because the teacher wrote the content on it in a very organized way

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE (X)

DATE: January 3rd 2012

CLASS N° 1

YEAR: First

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?				<input checked="" type="checkbox"/>	<input type="checkbox"/>
¿Te ayudó a entender mejor el tema de la clase?				<input checked="" type="checkbox"/>	<input type="checkbox"/>
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?				<input checked="" type="checkbox"/>	<input type="checkbox"/>
¿Con cuales de los siguientes materiales crees que aprenderías mejor el tema de clase?					
VISUALES		AUDIO	OBJETOS REALES		
• flash cards ()		• canciones ()	• objetos: (juguets, plantas, frutas, etc.) (<input checked="" type="checkbox"/>)		
• diapositivas (<input checked="" type="checkbox"/>)		• diálogos (<input checked="" type="checkbox"/>)			
• mapas ()		• historias (<input checked="" type="checkbox"/>)			
• gráficos o fotos ()		• cuentos ()			
• tablas u organizadores gráficos (<input checked="" type="checkbox"/>)			ONLINE		
• hojas con actividades (<input checked="" type="checkbox"/>)		AUDIOVISUALES	• websites (<input checked="" type="checkbox"/>)		
• posters ()		• videos ()			
• tarjetas con palabras (<input checked="" type="checkbox"/>)		• películas ()			
• pizarrón blanco o negro ()		• documentales (<input checked="" type="checkbox"/>)			
¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase?					
<u>Alguno interesante que use alguno de la lista.</u>					
¿Con qué frecuencia te gustaría que se utilice material suplementario?					
(<input checked="" type="checkbox"/>) siempre () de vez en cuando					

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC (X) PRIVATE ()

DATE: November 29th, 2011

CLASS N° 1

YEAR: 2011 - 2012

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

Yes, the supplementary material motivate students to learn English because, them wake the personal interest for doing the corresponding task in class.

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

I use pictures, posters and black board, because these materials help students to understand the given class and they are positive resources to clarify some ideas that students don't understand.

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

Yes, I take into consideration the different learning styles when I elaborate the supplementary materials because in my class there are diversity of the student's learning styles.

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

Students prefer the most posters, because they can develop some activities for example to practice speaking, doing some sentences, completing exercises according to the given material presented in class.

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

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

Why?

Because, they are very necessary for right development of the class becoming an essential part of the student's learning.

