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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

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## CERTIFICATION

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CERTIFIES THAT:

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

Loja, Noviembre de 2012.

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Cuenca, Noviembre de 2012.

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## DEDICATION

With deep love to my parents,  
my husband Miguel, my  
daughter Abigail, and  
my son Camilo for their  
unconditional support and love

Rosa Adriana

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## ABSTRACT

The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools is a study aimed to determine, analyze, and compare supporting materials used in EFL classes in public and private high schools.

This investigation held in Cuenca includes a sample of six English observed classes: three EFL classes in a public high school and three classes in a private one. In this study were considered the following variables: visual, audio, audiovisual, realia, and on-line.

The instruments that were used in this study to collect the information were data collection formats, observation formats, charts and questionnaires which were filled during the observations. The study is qualitatively and quantitatively approached the collected data during the observations was explored, analyzed and described according to pertinence, appropriateness and quality; moreover, the supporting materials used in both high schools were compared.

The study evidences that the most common supplementary material used in both high schools was the white board also that the quality of the supplementary materials was better in the private high school than in public high school.

## INTRODUCCION

Teaching English in a foreign country is complex and diverse, therefore teachers need to consider a variety of aspects such as the teaching method and the resources and techniques applied, since they cooperate to succeed with an effective learning process. In order to achieve their goal, teachers need to complement their classes with supplementary material, to make them more interesting and motivating.

The use of supplementary materials in EFL classes: a comparative analysis of public and private high school is a fundamental theme, its purpose is to discover whether teachers use supplementary materials or not, how pertinent, appropriate, and qualified those materials are.

Specially this tries to identify and to analyze the type of supporting materials used in EFL public and private high schools; to describe and to analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (student needs), and quality; to determine the variety of the supplementary material used in the observed public and private high schools; and finally to identify the most frequently used material in each one of the observed high schools.

In order to develop scientific contents, the following topics were researched: teaching English as a foreign language (importance and factors that influence teaching), learning differences among children, adolescents and adults, learners motivation, learning styles, teaching techniques for adolescents, context for English teaching (social, economic, political, and cultural), supplementary material (definition, importance, and



role), and types of supplementary materials (visual, audio, audiovisual, realia, and online).

Previous studies about the use of supplementary materials highlight the importance of this topic in the English learning process. Sean (n.d.) aimed a study with the purpose to know how the technology affects second/foreign language teaching and learning. However, there was limitation to achieve this goal, because the students who were object of the study had a low English proficiency level and were nor skillful enough in technology.

Kelsen (2009) conducted a study with the purpose of exploring the use of you tube in an EFL classes by surveying student's attitudes towards using You Tube to study English. There were several limitations, for example the questionnaires were only written in English; also the nature of the survey may have lead students to over stand their answers as the teacher administrated the questionnaires.

Gowad (2011) had a particular interest in examining the impact of using videos on language learning in EFL context to motivate listening comprehension, oral production, speaking skills, writing and reading. The author did not identify any limitation.

The beneficiaries of this study are students and teachers, because through it the investigator awakes teacher's interest to use supplementary material during classes, having as a result more motivating and more interesting classes as well as an improvement in the educational system.

## METHOD

### *Setting and participants*

The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools was held in Cuenca-Ecuador. The analyzed classes were: 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of a senior private high school and a public high school considering the following variables: visual material (flash cards, power point presentations, maps, pictures, charts, handouts, posters, word cards); audio material (songs, dialogues, stories, tales); audiovisual material (videos, movies, documentaries); realia material (objects); and on-line material (websites) respectively.

### *Procedure*

In order to conduct the study the use of supplementary material in EFL classes a comparative analysis of public and private high school topics such as teaching English as a foreign language; learners differences among children, adolescents and adults; learners motivation; learning styles; teaching techniques for teaching adolescents; contexts for teaching English; supplementary material; and types of supplementary material were researched, complemented with five previous studies related to the use of supporting material in EFL or ESL classrooms.

This study was qualitatively and quantitatively analyzed. The materials used in the observed classes were analyzed considering: pertinence (topic, objectives, and

content of the class), appropriateness (student needs) and quality (design and elaboration of the supplementary material).

The quantitative approach was also used, a comparative was held to determine the type of material which was mostly used, and in which high school more supplementary materials were used. The techniques like reading, note-taking, and surveys were applied, as well as data collection formats, observation formats, charts and questionnaires.

Thirty classes were observed in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> classes in senior public and private high school. By using observation formats the information was collected, also a survey was filled by the teacher of each class and other survey by one student of each class.

Fourteen data collection formats, were filled during the study, in which were considered the type, frequency, pertinence and appropriateness of the variables used in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of the senior private and public high school.

Then with the collected data was described, analyzed and interpreted. The results of the study include the qualitative analysis in which was described each one of the materials used for each class and also the quantitative analysis in which were compared the general results obtained between both high schools.

Finally, conclusions were drawn and recommendations were provided in order to summarize the results about the use of supplementary materials in EFL classes, based on the results obtained.

## DISCUSSION

### Literature Review

The proper use of supplementary material makes classes more interesting and motivating for students, that is why it is very important to conduct an extensive study about them. This research is based on the use of supplementary materials in EFL classes: A comparative analysis of public and private high schools. The most important concepts that will be found in this project are: teaching English as a foreign language, learning differences among children, adolescents and adults, learner's motivation, learning styles, teaching techniques to teach adolescents, English teaching context, supplementary materials, types of supplementary materials, and previous studies about the main topic.

In order to ground this investigation in theory, some basic concepts related to researched topic are presented:

#### *Teaching English as a foreign language.*

Teaching English as a foreign language has become very necessary nowadays that needs to be analyzed broadly.

According to Nesterenko (2008), the necessity to learn languages has always existed in some way or another. However it is recently that the demand for foreign language teaching has become higher and with that the needs of educational facilities for larger groups of learners. In the past only few people was concerned to learn a second language and the most common procedure was to hire a private tutor.

Richards & Rodgers (2007), explains that foreign language learning is a mechanical habit formation process. If we have good learning habits we have correct answers rather than by making mistakes because they are minimized by memorizing dialogues and performing pattern drills; in change, language is verbal behavior which can be learned by inducing the students to do likewise.

Concerning this topic, Alvear (2009) says that learning foreign language is composed of various components, such as: grammatical competence, communicative competence, language proficiency as well as an attitude's change when it comes to different cultures, which is one of the essential objectives of language teaching.

#### *Learning differences among children, adolescents and adults*

In my experience as a teacher I have learned that is very different teach to a child, an adolescent and an adult, for this reason its study is important for my research.

According to Saville–Troike (2006) the belief that a child is a more successful L2 learner than an adult but is mistaken, some studies define relative “success” as an initial rate of learning while other studies define it as the ultimate achievement. Some of the advantages for younger learners are: brain plasticity, less analysis, fewer inhibitions, weaker group identity and simplified inputs. The advantages for older learners are: learning capacity, analytic ability, pragmatic skills, greater knowledge of L1 and real word knowledge.

Similarly, Woolfolk (2007) sustains that young children learn L2 faster than adolescents or adults; this is a mistaken conception because adults have more learning strategies and greater knowledge of language, older students can go through the stages of language learning faster than younger children. Younger people that learn a second

language have a better pronunciation than the older ones. After the adolescence it is more difficult to learn a new language without speaking it with a stronger accent.

Moreover, Hong & Morgan (2004, p. 25) says:

Adults have a much bigger L1 vocabulary and, therefore, do not have to acquire thousands of new concepts in the L2 as children have to. The adult's ability to make conscious grammatical generalization and apply it to suitable examples is an asset rather than an inhibiting factor. The relative cognitive maturity of adolescents and adults and their experience in L1 give them an initial advantage over children in some aspects of L2 performance.

#### *Learners Motivation*

The principal factor that learners need is the motivation because without it teaching is impossible.

According to Nesterenko (2008), personalities and relationships are important for motivation. The personality is bound to appeal to some learners more than others, and changing it totally is very difficult but some aspects can be modified and improved such as personal interests; although, it is ideal that learners should be motivated by an awareness of their own progress.

Additionally, Saville –Troike (2006), says that there are two types of motivation widely recognized: the integrative and the instrumental. The integrative motivation is based on the desire to learn or associate with the people who does it and the instrumental motivation involves perception of purely practical value in learning L2.

However, we cannot forget that some students are better at working on their own than others. The language laboratory (where teachers take the entire group) offers a good environment between teacher control and learner autonomy. Although students were at their own place, they are more open the guidance of the teacher.

### *Learning styles*

Learning is a very different process for each person because, therefore, this study is indispensable.

Woolfolk (2007), claims that learning styles are preferred ways of studying and learning such as using videos instead of text, working in pairs instead of alone, learning in structured or in unstructured situations, listening before than writing, and so on.

Additionally Richard & Rodgers (2007) supports that all learners have individual styles, preferences or intelligences which are linguistic: the ability to use language; logical – mathematical: the ability to think rationally; spatial: the ability to form mental models of the world; musical: a good ear for music; bodily – kinesthetic: having a good body coordination, interpersonal: the ability to work well with people; intrapersonal: the ability to understand oneself and apply one's talent successfully; finally naturalist: the ability to understand and organize the patterns of nature.

On the other hand, student development centre (2009) sustains that the learning style (or learning preference) is the way that a person tend to learn best. The learner can choose its preferred method of organization and sense of information. There are three learning styles or preferences: auditory (learning by hearing), visual (learning by seeing), and kinesthetic (learning by doing).

*Teaching techniques to teach adolescents.*

Teaching adolescents is complicated, because adolescents present a constantly change, in their bodies and in their brains, and they need special attention with techniques focused on them.

Shreiner (n.d, p.2) supports that:

Scaffolding is an effective technique that can be used to teach adolescents. Through the practice of scaffolding teachers provide strong support at the beginning and gradually it is reduced as students develop the capacity to perform more independent tasks. To scaffold effectively, teachers should make sure that their withdrawal of assistance is continuous and consistent.

However, we cannot forget that all EFL teachers can find a valuable resource in pictures, drawings, photographs, posters, slides, cartoons, magazines, advertisements, diagrams, graphs, charts, and maps, because after class the students use the vocabulary they have learned.

The adolescents use the pictures as valuable material to improve their vocabulary and common language forms. (Raimes, 1983).

Concerning this topic Silberstein (1994), reports that filling a traditional outline is a technique used for adolescents and adults students to explore the relationship among ideas in a passage after they understand the relationships of ideas and they are simply in the process of developing the necessary skills to recognize those relationships in another language.



### *Contexts for teaching English*

When we teach English the most important thing to know is the context for teaching, that can be social, economic, political and cultural. The behavior of the students in each context is different, for this reason their study is indispensable.

Saville -Troike (2006) says that people have many socially relevant dimensions like: age, sex, ethnicity, education level, occupation, and economic status and they are categorized for them. Social categorization influence in the learning process because the attitudes or perceptions are different. This is another level we need to consider in macro social context of SLA.

Furthermore, Cable (2005, p.7) supports that “The culture of a school is also influenced by the cultural understandings that the adults who work there bring with them. Pupils have to negotiate meaning and to accommodate new understandings in order to become effective learners”.

Finally, Alvear (2009) sustains that culture teaching should allow learners to increase their knowledge about people’s way of life, values, attitudes, and beliefs and how these manifest themselves or are couched in linguistic categories and forms.

### *Supplementary materials*

According to Shvoong.com (2010,p.1)

A supplementary material is substantial additional work incorporated to the original material. It has the function to entertain or inform independently and physically separate from the basic bibliography. It intends to incorporate itself into the original material.

Likewise, Viola (2009) reports that teaching with supplementary materials is a crucial component in language programmer. The students need help to learn and the materials play an important role in creating opportunities for students to work and learn through them; for this reason the selection of appropriate supplementary materials is vital.

Richard & Rodgers (2007) concludes that the role of supplementary materials must include the following specifications: to allow learners to progress at their own rates of learning, to allow different learning styles, to provide opportunities for independent study; finally, to provide opportunities for self – evaluation of the learning progress.

#### *Types of supplementary materials*

There are a lot of types of supplementary materials such as visual (flash cards, power point presentations, maps, pictures, charts, handouts, posters and word cards), audio (songs, dialogues, stories, tales), audiovisual (videos, movies, documentaries), realia (objects), and lastly online (websites), all of them are used to help the learners to learn best.

English in Action (2009) sustains that posters are based on the audio stories and are often used to introduce the students before playing the audio, they are designed to be used in more than one lesson, and moreover, flash cards are used to ensure language practice through games and fun. Those cards can be used in different ways encouraging teachers to be original.

Concerning this topic, Siders (n.d.) says that supplementary materials are used to help students for example with maps, which can be perfectly used for various projects or

lessons describing where a city, state, country or continent is located. To compare, a chart is something that shows a group of facts in diagrams or graphs.

Finally, Nesterenko (2008) explains that realia is composed by objects in the classroom or in anywhere, these objects are real things like a fruit, a whistle, a stitch, toys, eggs. Pictures and flash cards are objects that are not easily carried and when they are unavailable they can be represented pictorially, pictures we can found in magazines and use it to make flash cards.

### *Previous Studies*

There are a lot of important studies about the use of supplementary materials in different countries around the world. Five of these studies are presented below it provide information for carry out this investigation.

Gowad (2011) in his study called *The impact of using videos on language learning in EFL context* recognize the effects of video in the four principal skills teaching.

The sample includes an experimental group of thirty three students and a control group of thirty one students. The experimental group studied CNN tapestry videos accompanied with listening, speaking, reading comprehension and writing books. The control subjects were given the same text based on remedial program grounded in the college's tapestry series.

The study involves an analysis of the performance of the two groups of students; data were collected from the presentation and further testing analyzed by the Statistical Package of Social Sciences.

The author concludes his study by saying that the results showed significant differences between the experimental group and control group. The evaluation comparisons at the end of one year of integrated skills teaching, using video incorporated in the material shows the significant progress among four skills with the support of the pedagogical uses of video – based instruction, and consequent viewing comprehension in the development.

Kelsen (2009) conducted a study called *Teaching EFL to the iGeneration: a survey of using YouTube as supplementary material with college EFL students in Taiwan* which had the purpose to explore the use of YouTube in an EFL situation by surveying students attitudes towards using YouTube to study English. In particular it seeks to measure student's perceptions of using YouTube as a supplementary material, with the objective of: making classes more interesting, being relevant to course materials; being beneficial for language learning; motivating students to learn in class; and motivating students to use this material to learn English outside of class.

The students who participated in this study came from two sophomore conversation classes (31 and 38 students, respectively) at a private university in northern Taiwan. The same textbook and materials were used in both classes, on the first falls semester day, the instructor gave the students a easy questionnaire regarding their gender, access to computers and experiences using YouTube prior to this course. Throughout the semester, material from the YouTube website was used to supplement

the textbook and associated classroom materials. All YouTube video clips were shown during regular class time using a computer with a high speed Internet connection and a projector. The students also engaged in several activities including various work sheets split viewing, observing, reporting, answering and discussing specific questions.

Less than half of the students found that using You Tube in class motivated them to use it outside of class to study English. The other part of the students considered that the use of YouTube did not motivate them to learn English outside of classroom. This may reflect that in the absence of a teacher and structured activities, many students are unaware of how to, or perhaps unwilling to, use YouTube for anything other than entertainment.

The conclusion of this study is that the use of You Tube in classrooms to motivate students to use this website as a medium to study English outside the class rooms and develop an autonomy learning's level is less effective while teacher guidance is recommended. It is important to allow students the freedom to explore on their own and take the first steps toward a journey of learning English through You Tube.

Sean (n.d.) held a study about *Technology integration in the secondary EFL classroom* this study has two main concerns: How does the technology affect second foreign language teaching and learning? And, how can technology be used effectively to maximize student learning in the secondary EFL classroom?

GALILEO data base including ERIC, Education full text, and published bibliographies were used to find relevant indexes and abstracts. By reviewing previous literature about technology used in second / foreign language education, the author

expects to address the questions and find out useful results for Korean EFL teachers and education policy makers.

The review of recent research on language education and technology reveals that technology has potential to improve language skills in both areas: expression and comprehension; this research also supports establishing the language teaching and learning environment that meets the new communicative language model which is more meaningful, interactive, and authentic.

The research analyzed how technology affects a second / foreign language education and how it can be used widely in the secondary EFL classrooms focusing on application in Korean EFL classes and trying to find out effective teaching and learning strategies that may not be popular in the Korean EFL classroom, but that has the possibility to improve current EFL classes. According to the results of previous research, it is clear that technology integration in second / foreign language education has mostly brought improvement in language skills and increased student interests in learning activities. There are three types of technology proved to be useful strategies for Korean EFL teachers to enhance language learning in a secondary classroom: electronic portfolios, web quests, and digital videos.

Shu–Mei, Jonas, Tsai and Chuang (2010) conducted a study called *Adopting supplementary materials to enhance listening and speaking strategy used by Taiwanese college EFL learner* had the purpose to see whether any significant difference existed in the use of strategies as a result of adopting supplementary materials in relation to listening and speaking proficiency.

Four sophomore listening and speaking classes were randomly chosen from non-English major classes to participate in the study in the fall semester (2008-2009). The students were mostly of childcare, environmental engineering, nursing and computer technology. The former two classes served as experimental groups while the following two served as control groups.

The classes were held throughout the semester in accordance to the program of the department syllabus based on the LiveABC learning package (LLP). A standard syllabus was used for the Listening and Speaking classes designed by representative teachers from the Applied English Department (AE Dept.) of Hung Kuang University. The main mode of teaching was to promote teaching via modeling and practice in order to achieve listening and speaking proficiency.

LLP and grading policy were introduced at the beginning of the term. The aim was to inform students about the textbook resources available and the assessment criteria. It included an English corner participation, pre- and post – test scores and eLearning practice hours. However, oral assessment was not included in the formal test and subject to the instructor's choice. The subject groups generally followed the syllabus as it is designed by the AE Dept., but the strategies that the LLP was trying to install were deductively taught by an individual instructor.

The authors conclude their study by saying that the results showed a significant difference between the contrasting groups, the experimental group and control group, concerning listening and speaking proficiency results. Further research can also explore how strategic types of supplementary materials can be adopted not only to general

English course, but also to ESP course, a trend that current technology universities are facing for their transformational power for global competitiveness.

Finally Vanderluis (2003) conducted the study called *Foreign language teaching utilizing images* which is directed to look into the pertinence of using images in the foreign language classroom rather than a statement of fact or reality.

The observations were carried out at a Swiss French vocational training center for people suffering from physical and/or psychological deficiencies – people whose physical, psychological and/or sensorial integrity has been affected in some way. It is a general assumption that such impairments deeply affect a person's mental state and vice versa. This is equally true of that who are healthy and that for most people who have a complex interaction between the mind and the body is part and parcel of everyday life.

The author seeks to undertake here is to observe the reactions of people with disorders notably in the way they talk about images, pictures and representations used either in manuals or as supplementary material in the foreign language classroom. The first approach which consists of a collection of general observations is part of a broader framework that records the learner's impressions and remarks it using audio and audiovisual devices.

The conclusion of this study is that an adult learner suffering from a physical or psychological disorder, more than any other foreign language learner, has the capacity to react both positively and negatively to the images. It is also possible to suggest that the students are able to associate positively and negatively with the language to be learned. Furthermore it is vital to respect and be aware about each learner past and to be mindful of the rapport they may have had in the learning of the language in any former academic



setting. The image of the language is extremely important in the process of its acquisition. For some people images speaks more than the language and represents a tool which could be more useful than the language itself.

## Results

### Qualitative Tabulation

Chart One: Types of supplementary material used in Public high school

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

Author: Adriana Mendieta

Source: 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> years of senior high school

Chart two: Types of supplementary material used in the private high school.

Variable	Indicators	Yes	No
Visual	Flash cards		
	Power point presentations		
	Maps	✓	
	Pictures	✓	
	Charts		
	Handouts	✓	
	Posters		
	Word cards	✓	
	White/black board	✓	
Audio	Songs		
	Dialogues	✓	
	Stories	✓	
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		

Author: Adriana Mendieta

Source: 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> years of senior high school

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

Variable	indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp	pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	charts										
	handouts					✓	✓				
	Posters							✓	✓		
	Word cards									✓	✓
	White/black board	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisua	Videos										
	Movies										
	Documenta-ries										
Realia	Objects (toys, plants, fruits)	✓	✓	✓	✓						
Online	websites										

Author: Adriana Mendieta

Source: 1<sup>st</sup> year

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

Variable	indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert	Approp	pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	charts										
	handouts										
	Posters							✓	✓		
	Word cards										
	White/black board	X	X	X	X	✓	✓			X	X
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisua	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	websites										

Author: Adriana Mendieta  
Source: 2<sup>nd</sup> year

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

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

Author: Adriana Mendieta  
Source: 3<sup>rd</sup> year

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

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

Author: Adriana Mendieta

Source: 1<sup>st</sup> year

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

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

Author: Adriana Mendieta  
 Source: 2<sup>nd</sup> year



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

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

Author: Adriana Mendieta  
Source: 3<sup>rd</sup> year

Quantitative tabulation

Chart nine: Frequency of the use of supplementary material in 1<sup>st</sup> year.

Variable	Indicators	Public	Private
		F	f
Visual	Flash cards		
	Power point presentations		
	Maps		1
	Pictures		
	Charts		
	Handouts		2
	Posters	1	
	Word cards	1	
	White/black board	5	4
Audio	Songs		
	Dialogues		1
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)	2	
Online	Websites		
TOTAL:		10	8

Author: Adriana Mendieta

Source: 1<sup>st</sup> year of senior public and private high schools.

Chart ten: Frequency of the use of supplementary material in 2<sup>nd</sup> year.

Variable	Indicators	Public	Private
		F	f
Visual	Flash cards		
	Power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		2
	Posters	1	
	Word cards		
	White/black board	4	5
Audio	Songs		
	Dialogues		1
	Stories		1
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL:		5	9

Author: Adriana Mendieta

Source: 2<sup>nd</sup> year of senior public and private high schools.

Chart eleven: Frequency of the use of supplementary material in 3<sup>rd</sup> year.

Variable	Indicators	Public	Private
		F	f
Visual	Flash cards		
	Power point presentations		
	Maps	1	
	Pictures		1
	Charts		
	Handouts		2
	Posters		
	Word cards		2
	White/black board	4	5
Audio	Songs		
	Dialogues	2	
	Stories		1
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	websites		
TOTAL:		7	11

Author: Adriana Mendieta

Source: 3<sup>rd</sup> year of senior public and private high schools.

Chart twelve: Frequency of the use of supplementary material

<b>Years</b>	<b>Public (f)</b>	<b>Private (f)</b>	<b>TOTAL</b>	
			<b>F</b>	<b>%</b>
1 <sup>ST</sup>	10	8	18	36%
2 <sup>ND</sup>	5	9	14	28%
3 <sup>RD</sup>	7	11	18	36%
<b>TOTAL:</b>	<b>22</b>	<b>28</b>	<b>50</b>	<b>100%</b>

Author: Adriana Mendieta

Source: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> years of senior public and private high schools.

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

Variable	Indicators	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	TOTAL	
		f	f	f	f	%
Visual	Flash cards					
	Power point presentations					
	Maps			1	1	4.55
	Pictures					
	Charts					
	Handouts	1			1	4.55
	Posters	1	1		2	9.09
	Word cards	1			1	4.54
White/black board	5	4	4	13	59.09	
Audio	Songs					
	Dialogues			2	2	9.09
	Stories					
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)	2			2	9.09
Online	Websites					
TOTAL:		10	5	7	22	100%

Author: Adriana Mendieta

Source: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> years of senior public high schools.

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

Variable	Indicators	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	TOTAL	
		f	f	f	f	%
Visual	Flash cards					
	Power point presentations					
	Maps	1			1	3.57
	Pictures			1	1	3.57
	Charts					
	Handouts	2	2	2	6	21.43
	Posters					
	Word cards			2	2	7.14
	White/black board	4	5	5	14	50
Audio	Songs					
	Dialogues	1	1		2	7.14
	Stories		1	1	2	7.14
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	Websites					
TOTAL:		8	9	11	28	100%

Author: Adriana Mendieta

Source: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> years of senior private high schools.

## Description analysis and interpretation of results

The following qualitative analysis includes the supplementary materials that have been considered: visual, audio, audiovisual, realia and on – line which were used in the thirty classes observed, fifteen in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> senior private high school and fifteen in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> senior public high school in Cuenca, Ecuador.

This section has the description, analysis and interpretation of each one of the supplementary materials considering the following characteristics: pertinence, appropriateness and quality. Also is included a quantitative analysis of the all supplementary materials used by the teachers in their classes and observations to determinate which is the variety and frequency of the supporting materials used in each one of the observed high schools.

### Qualitative analysis

#### *Public High School*

##### *1<sup>st</sup> year*

##### *White board*

During the observations made in the 1st year of the public high school the teacher used white board as supplementary material to help her students in their learning process, the white board had big size and was in front of the classroom. It had rectangular shape and was in good conditions; the white board had bright and was not blemished.

The theme of the first class was *How to make an English greetings card* and the objectives were to learn to follow instructions and to develop intensive reading skills. The white board was used with pertinence according to the topic and the objective



because the statements were written up on it were related with the theme of the class, the white board was also used as a reading tool.

The teacher taught her students to do an English greeting card step by step, and when the students were able to do it she wrote up in the white board the first step (Take two pieces of cardboard of 21 cm x 28 cm and fold each piece in half) and then read the sentence, after each one of the learners did the same with the next steps, when they finished the white board it was cleaned by the last student. The class was interesting the students were motivated and followed the instructions they read and wrote the statements.

The teacher knew the level of the students who were between 14 and 15 years old and had an intermediate level, for this reason the vocabulary used in the statements was not new and the statements were not complex.

According to Raimes (1983), a good way to write is to do it on the board so they have a model to copy therefore. The quality of the white board was good, the teacher used a creative design in the letters and when a student wrote a mistaken word she underlined it with a red marker so the student could find the mistake.

In the second class the topic was *the electric light bulb* the objectives were to present new vocabulary related to electric light bulb and developing intensive reading skills. The white board was properly used according to the theme and the objectives because the teacher drew on it a light bulb then the students completed the names of the parts learned, also the teacher wrote some statements such as: The glass bulb is filled with krypton gas; Light bulbs are made of glass and so on. The learners read the

statements out loud according to the objectives of the class they learnt new vocabulary and practiced reading skills.

The white board was appropriately for the students who were teenagers; the teacher used a picture for observation, immediately learned vocabulary to discuss what they saw. Raimes (1983) says that everybody likes to look at pictures, and their use in the classroom provides a stimulating focus for student's attention.

The quality of the white board was very good, the teacher used colorful markers for the picture and the statements interested the students, they were focused in learning and participated during the class.

The third class had as theme "*Herbal Medicine*", the objectives of the class were to learn about health problems and herbal medicine, to learn the use of modal verbs *should* and *could* to give advice. The white board was used with pertinence according to the content. The teacher wrote on it the new vocabulary: stomach- ache, toothache, headache, swollen, decay, chamomile, dragon's blood, bracken, wounds, seeds, sticky, ointments, stalks, that way the learners could clearly identify new words and practice its pronunciation word by word three times after the teacher cleaned the board and asked some questions related to the vocabulary learnt.

In this class the students were all teenagers and the white board was a useful material for this age because young people learn best by looking. The students understood perfectly and although the teacher didn't prepare this material in advance, she was very creative using colored markers and doing big letters to catch the student's attention.

The topic of the fourth class was about *Men and women* the objectives of the class were to make descriptions of women and men using characteristics and develop intensive listening skills. The white board was properly used as a supplementary material according with the objective of the class because through it the students learnt to make descriptions.

The teacher drew on the white board a person with long hair, slim, tall, and with a big mouth, the students looked the drawing of the human figure and started to describe the appearance. When the description was finished, the teacher wrote up on the white board the characteristics next to the picture, after she drew a human body with short hair, chubby, small and with mustache. The students participated actively during the class and learnt.

The white board was appropriately used; the students clearly identify the draws and repeated the pronunciation of the characteristics. They participated and were motivated. According to Raimes (1983), pictures bring the outside world into the classroom in a vividly concrete way which is very appreciated by the teenagers.

The quality of this supplementary material was good, it was in perfect conditions and colored markers were used with the draws, moreover the learners did not have problems with the letter because it had big size.

Finally, the white board was used in the fifth class to teach *If I was* and the objectives of the class were to make hypothetical sentences and real sentences, the use of white board was according the theme and the objectives because the teacher wrote up on it the following rule: a hypothetical sentence is one which talks about untrue, impossible, or imagined situations. People use the second conditional to discuss hypothetical

situations. Second conditional sentences are made up of two clauses: an if-clause and a main clause, each clause uses a different verb form, after she wrote one sentence in the correct form to do a hypothetical sentence and a real sentence (If I had a lot of money, I would buy a castle) when the learners dominated this rule she erased it, and wrote a sentence in disorder, that motivated to the students to try what the correct order of the sentence is.

The student`s level and understanding was considered perfectly for the teacher because the vocabulary used in the sentences was known by the learners who had an intermediate level and were between 14 and 15 years old, in this age they are motivated by visual.

The use of the white board was of good quality, the teacher used colored markers, which helped a lot; the learners were motivated, the board specially facilitates a visual impact (Woodward, 2001)

### *Card*

According to Nesterenko (2008) realia is composed of objects which are in the classroom or in anywhere, in the first class the teacher used a card made by herself to teach her students to follow instructions, this card was wonderful and had a gorgeous picture and a motivating message that said “Never give up because nothing is impossible”

The theme addressed in this class was *How to make an English greeting card* and the objectives were to learn to follow instructions and to develop intensive reading skills, the teacher showed the class her greeting card which was elaborated by herself

and while she was showing it the students repeat the instructions, after they elaborated their own greeting card following the instructions they have learnt.

It can be said that this material was pertinent in relation to the theme and the objective of the class because through it the theme was boarded and the objective was obtained.

This class all the students were teenagers who were motivated with this supplementary material, they understood the instructions perfectly without problem and show interest because it was designed and elaborated with excellent materials such as a colored card board , gold glitter, paper flowers and had a beautiful draw.

### *Electric light bulb*

The electric light bulb was used in the second class where the topic was the *electric light bulb*, the objectives were to present new vocabulary related to electric light bulb and to develop intensive reading skills. The teacher took an electric light bulb to show it in class to the students. She said the name of the parts of the electric light bulb after some students repeated what the teacher said.

The use of the electric light bulb was excellent, the learners participated actively during the class they took the electric light bulb and repeated the vocabulary they have learned.

This material was appropriate for the student's level and the age, the intermediate level students enjoy working with real things which they can touch and look at the same time. Although they didn't know the new vocabulary they could learn it through the supplementary material.

Finally, the quality of this object used as a supplementary material was good and original, the learners were very motivated; they were learning and playing with the words.

### *Handouts*

Handouts were used in the third class, when the teacher taught *Herbal medicine*, the objectives of the class were to learn about health problems and herbal medicine and to use the modal verbs *should* and *could* to give advices. The teacher first explained the use of modal verbs *should* and *could* after they had practiced the new vocabulary and finally she gave her students the handouts. The handouts had a very interesting reading with blanks about natural products, and also had some colored pictures of fruits, vegetables and plants; the missing words were in a box at the end of the reading, the students read the text with lots of statements where the use of *should* and *could* were present after they filled out the blanks with the words of the box which were related to the new vocabulary.

This material worked out very well for the theme and taught the student's about health problems and herbal medicine using the modal verbs *should* and *could* which were fulfilled with the use of this supplementary material.

The age and level of the students were considered by the teacher because the students in this class were teenagers with an intermediate level and the statements in the handouts were not complex, the teacher used colored pictures to catch the attention of the students. According to Raimes (1983), all the EFL teachers can find a valuable resource in pictures because pictures provide a shared experience for students in the class.

The design and elaboration of this supplementary material was excellent the teacher worked very hard drawing and writing the statements for their students.

### *Posters*

Two posters were used as supplementary material in the fourth class to teach *Men and women*, the objectives of the class were to make descriptions of women and men using characteristics and to develop intensive listening skills. The teacher showed two posters for her class in one poster there was a women's human body and in the other a man's human body those posters had blanks next to the names of each part of the body so they were asked to complete the words. After they wrote the name of the body part and after did a description of it.

This material was used appropriately for the objective of the class, the students practiced the descriptions of men and women using their characteristics.

Posters used as a supplementary material for this class were appropriated, the teacher considered the students level and understanding because the posters had two famous well known singers.

The quality was very good the posters were colorful and had big size; the students were motivated because they could easily appreciate it and they had a lot of fun, played and learnt at the same time.

### *Word cards*

Word cards were used in the fifth class where the topic of the lesson was *If I was* and the objective was to make hypothetical and real sentences. The teacher wrote in the word cards hypothetical and real sentences and put them in disorder to encourage the students to put them in order while practicing the new rule.

Word cards were efficiently used by the teacher; the students enjoyed working with them and participated actively.

The age and level of the learners were considered by the teacher when selecting the word cards because the vocabulary used was for intermediate level and the sentences were about music and fashion which are interesting themes for teenagers.

The design and elaboration of the word cards was very good, the card board was colorful and the letters were glitzy.

### *Learning styles*

After analyzing the supplementary materials used in first year in the observed classes, it is evident that the teacher not addressed all the learning styles Woolfolk (2007) claimed that learning styles are preferred ways of studying and teaching such as using videos instead of text, working in pairs versus alone, learning in structured or in unstructured situations, listening before than writing, and so on; according this definition the teacher in the class used supplementary materials that were focused only on visual but supplementary materials used were not focused on audio.

Although the audio was not used during the observations in this year the supplementary materials used by the teacher helped the learners in to enjoy and understand the lessons, through it the students gain personal connections and the teacher success on the class's objectives.

### *2<sup>nd</sup> year*

#### *White board*

At the beginning of the second year the teacher used the white board as supporting material the white board had a big size; it was on the wall and different types



of marker were used on it. According to Woodward (2001), the correct use of the board adds visual impact to the lesson, specifically if the color pictures are used and the icons are used as well as words.

In the lesson number one, the theme addressed was *the human body* and the objectives were aimed at teaching the parts of the body and its systems. The teacher in this class was not so good at using the supplementary material, she used the white board to write up the unknown words that the students found in the student's book. This class was boring and the teacher waited that the students read the activities of their student's book, the students underlined the unknown words and spelled them to the teacher, she wrote up the words in the white board and after she translated this words so the students could learn the word's meaning.

This supplementary material was not used effectively because although the topic was boarded, the objectives were not accomplished because the students did not learn the names of the parts of the body and its systems they only learn to translate this words and it was not the objective of the class.

The student's level and understanding was not considered by the teacher, the students in this year were between sixteen and seventeen years old, they were asked to work in an intermediate level and the class had elementary level.

The quality was ordinary because although the white board was in good conditions the teacher was not creative to use it, for this reason her students were not motivated.

The theme of the second class was *another culture* and the objective was to develop intensive reading skills. The class was disappointing, the teacher worked

basically on the course book used by her high school, this time the students wrote up on the white board the unknown words and after they guessed the meaning. The class was not motivated, the teacher did not fill the students' needs.

The use of the white board as a supplementary material is a practical tool and commonly used by all the teachers in an intermediate level but this time it did not worked out. The white board did not help the learners, it was not appropriate.

The quality of the white board was good, it had a big size and the teacher used colored markers but it was not good enough because the students did not participate actively.

The white board was used as supplementary material in the third class as well, the topic of this class was *Love and Sex* and the objectives were to learn to write love letters and to develop intensive writing skills.

The teacher used this supplementary material to write a love letter. The third class had some variety, this time the teacher wrote up the letter on the white board in English, she did not translate any word and the students were interested to learn, they wanted to do a love letter. A negative factor during the class was that the teacher spoke only in Spanish and the learners did not practice listening and speaking.

In this class white board was pertinent, the objective was accomplished, the students learned to write a love letter.

The student's level and understanding were considered by the teacher because the letter that was written had several aspects that the teenagers consider very interesting and the vocabulary was known by the student's.

The white board was used adequately in this class, the students were motivated during the class because the letter that was written up on the white board was original, and besides the teacher used colored markers.

Finally the white board was used in the fifth class, the theme of this class was *War and peace* and the objective of this class was to develop intensive listening skills. The teacher used the white board to write up the student's unknown words, after collecting the words the students translated them and practiced its pronunciation, objective was not accomplished because this supplementary material was used to write and the objective of the class was to develop intensive listening skills.

This material was not pertinent because the students in this class had more potential and they were bored during lesson, it did not awake their interest and curiosity.

The white board was in good conditions, it had big size and colored markers were used to write up on it, but it was not enough, the teacher did not encourage to her students to do more.

### *Posters*

Raimes (1983), says that all EFL writing teachers could find a valuable resource in pictures, drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, charts, and maps because they provide the proper tool to learn vocabulary and common language forms.

In the fourth class posters were used as supplementary material to teach *The human body* and the objective was to learn new vocabulary related to male and female sexual organs.

The teacher wrote the names of the organs in English next to the names of organs that were written in the posters in Spanish, she showed the posters to her class and read the names of the organs in English while she was pointing the named organ.

This material was used according to the content and it helped to fulfill the objective. The student's age and level were considered by the teacher, posters are tools used in an intermediate level with excellent results.

The quality was excellent, the posters were wonderful with big size and very colored, the teacher elaborated them with anticipation which was very good because this was the first time the teacher used a different supplementary material in her classes.

### *Learning styles*

Teaching is a big responsibility, that's the reason why teachers should never stop their studies, the world is changing every day, the technology is increasing and with it many new teaching ways; teachers who think that they learned enough are mistaken.

Each person is a different world and not all learners learn similarly. According to Woolfolk (2007), learning styles are the characteristic ways a person approaches learning and studying. Even though learning styles are not related to intelligence or effort, they can highly affect school performance.

To conclude the analysis of the supporting materials used in the second year of public high school, it is evident that the teacher who does not address the learning styles, only works with the course book, barely use supplementary materials and spoke in Spanish the majority of time, does not motivate the students, making their participations in classes very limited. The white board was used by the teacher in all the classes as

supplementary material but it was not pertinent and appropriate all the time, which affect in the performance of the students.

*3<sup>rd</sup> year*

*White board*

The white boards in the senior public high school were in perfect conditions also had big size, covering an entire wall.

In the first class of the third year the theme was *The Universe* and the objectives were to develop intensive reading skills and to introduce sentences with two clauses. The teacher wrote up on it the unknown words by her students after she practiced with them the pronunciation of these words. She practiced phonology with her students and taught some pronunciation rules, moreover the teacher used the board to write up a model of sentences using two clauses, when the students understood the sentence pattern they participated directly on the board writing up a sentence with two clauses, after they read the sentence and translated it.

The white board in this class was pertinent, it was focused on the theme, the objectives were accomplished. It was appropriately for the student's age and level because all of them were adolescents that had an intermediate level they could read and understand the indications, the students participated during whole class but they were not motivated.

This supporting material was in good conditions the white board had big size also the teacher used a lot of colored markers.

During the third class the white board was used as supplementary material, in this class the topic was *Famous rock in roll musicians* and the objective was to develop

intensive reading skills. The teacher wrote up on the white board the unknown words that the students founded in the student's book, after they translated this words, and finally they practiced the pronunciation of these words.

This time the white board was not pertinent because although it was according to the lesson's topic it did not help to accomplish the objective. The teacher only spoke in Spanish during the entire class, the students were not motivated and did not have interest to learn; the teacher was not prepared with anticipation for this class.

The use of white board as supplementary material in this class was not appropriate because the students in this class who were between seventeen and eighteen years old had a more advanced level and the teacher used an elementary level; their capacity was not profitable, they could give more.

The quality of white board was regular it had big size but the letters were not colored and were less didactic.

*Keeping healthy* was the topic of the fourth class, the principal objective of this class was to introduce new vocabulary related to exercises. The teacher wrote up on the white board the names of the postures of some exercises, after the students read the name of the posture and did those postures.

The white board as supplementary material in this class was pertinent, it was focused on the theme and with its usage the objective was completed although the teacher spoke a lot in Spanish this time the use of this material motivated to her students.

Student's age and level were considered by the teacher, the lesson was directed for an intermediate level and as adolescents enjoy been in movement this supplementary material was appropriately.

The quality of the white board was very good it had big size and was almost new also the teacher used colorful markers to write on it and designed gorgeous letters.

Finally in the fifth class the white board was also used as supplementary material, the theme of this class was *How to make a Mediterranean salad*, to introduce new vocabulary related to food and to develop intensive listening skills were the objectives.

The teacher wrote up on the white board each one of the ingredients that contained in a Mediterranean salad after she drew the ingredients next to the names, and then they practiced the pronunciation. This supplementary material was pertinent because it boarded the theme and was focused in introducing new vocabulary related to the food; the students participated actively during the class.

The appropriateness of white board was considered by the teacher, the teenagers like working with draws and food is a theme used in an intermediate level.

White board was used efficiently; the teacher drew up big pictures on it which were gorgeous, besides she used colorful markers to underline the new vocabulary.

### *Maps*

Maps are a valuable resource in a language-learning classroom. According to Raimes (1983) the maps provide a visual framework to develop language skills and also provide real information about the country whose language the students are studying.

A map was used by the teacher as supplementary material in the second class observed, the theme of this class was *people, progress and pressure* and the objectives were to develop intensive listening skills and introduce new vocabulary related to population. The teacher showed the students a big map of Ecuador, then she gave the

name of a city to each student, they had that wrote down a paragraph in their notebooks using the information that was written in the map like limits, products and traditions, after the students read their paragraph for the class. This supplementary material was pertinent, the theme was boarded and one objective was completed because new vocabulary related to population was introduced.

This time the appropriateness was not considered by the teacher because this map and activity were directed for an elementary level and the learners in this class had intermediate level. The students of the third year of public high school were adolescents whose were between seventeen and eighteen years old and they had more potential.

The quality of map was good it had various colors and big size moreover the letters were pretty, this supporting material motivated the students, they wrote their paragraphs and participated actively looking for more information.

### *Dialogues*

A dialogue is a conversation between two or more people, it is a helpful tool to teach English as a foreign language because through it the students practice listening with dialect variations.

It was used in the second class where the topic of the lesson was *People, progress and pressure* and the objectives were to develop intensive listening skills and to introduce new vocabulary related to population.

The teacher recorded a conversation between a man and a woman that spoke about characteristics of a country and why this country is beautiful, the students listened the recording three times, after they wrote down in a piece of paper the more important dates that they listened.



Dialogue was pertinent because through it the topic of the lesson was boarded and the objectives were accomplished. The dialogue was a functional tool, the students were motivated during the entire class; they worked hard listening and understanding the dialogue.

The student's level and understanding were considered by the teacher because the voices of the recording were of two teenagers who spoke with an adolescent accent and the vocabulary used by them was known by the students.

The design and elaboration of this supplementary material was good the sound was clear and the pronunciation was excellent. Who were participating in this recording had native fluency which helped to the students in their listening comprehension and accurate pronunciation.

In the fifth class, dialogue was used as supplementary material, the theme of the lesson was *How to make a Mediterranean salad* and the objectives were to introduce new vocabulary related to food and to develop listening skills. The teacher turned on the tape with the dialogue, this dialogue taught the students how to make Hawaiian pizza. She played this recording three times after she asked who understood the recipe. Together teacher and students did a list of all the ingredients that were named in the dialogue.

This supplementary material was perfect because it was related with the topic of the lesson, the students were encouraged with this material and were interested in learn all the time.

The students' level and understanding were considered by the teacher because the recipe was about Hawaiian pizza and the teenagers love pizza, for this reason they

were motivated and paid attention in class, furthermore the vocabulary that was used had an intermediate level and the learners too.

The quality of dialogue was good the audio was excellent it awaked student's interest and curiosity moreover it was specifically designed for adolescents.

### *Learning styles*

According to Saville–Troike (2006) each person has a preferred way to process the information for this reason a combination of personality traits and cognitive styles are very important in the teaching process when a teacher is conscious about it, the teaching process is easier. The second and third year teacher of senior public high school was the same, in the second year she was disappointing but in this year she has had some progress and although she did not addressed al the learning styles her classes were pertinent and appropriate. The supporting materials used were designed according visual and audio which helped the students in their learning. Nevertheless this progress happened because the teacher was aware of the observations made in her classes.

### *Private high school*

#### *1<sup>st</sup> year*

##### *White board*

A white board is a flat rectangular piece of material designed for a special purpose like writing up the lessons and helping to the learners in their visual learning style. Woodward (2001) says that the use of board can be used to tell a story, record points in a game and explain a task.

The first observed class in the first year of private high school was interesting, the topic of the lesson was *I love making new friends* and the class was addressed to

develop intensive speaking and listening skills. The teacher spoke with her students in English during the entire class, it was thrilling, the teacher wrote up on the white board a conversation between friends to motivate her students to do a conversation between them. They worked in pairs for this lesson using the information of white board but with their own data.

The white board was perfectly used according to the theme and the objectives of the class; it was pertinent the students awakened their interest and curiosity and participated actively.

The appropriateness of this material was considered by the teacher because the students of first year were in an intermediate level and the vocabulary used was appropriate for this level also the age was considered the conversation was funny and was focused in how to organize a summer party which is an interesting theme for teenagers; It was pleasant to listen the students dialogue.

The quality of white board was very good, there were two white boards in the classroom, one was in front and the other was back. The teacher wrote in the two white boards so the students in the back would not have problems, they understood the text perfectly; and the conversation was made with anticipation the teacher brought this material from her house.

*Could you tell us the way?* Was the topic of the second class and the objectives were to ask for directions and to learn the rules of can and could. The teacher used white board to write up on it examples of questions using could and can, in the white board that was in front she wrote up the example of can and in the white board that was back she wrote up the example of could, the half of the students looked in the back and

had to fill their white board with similar questions as the teacher and the other half of the students should fill the white board that was in front.

The teacher boarded the theme of the class and completed the objectives, the teacher managed an interactive class, they were motivated and participated actively filling their white board respectively.

The age and students level were considered by the teacher because she used some activities are interesting for adolescents such as contest and interaction at the same time, the vocabulary and sentence patterns became familiar for the students it was directed for intermediate level which was the student's level.

The quality was excellent the teacher used this supplementary material so that the students could work together in the classroom moreover the teacher used colored markers and the white boards were in excellent conditions.

The white board was used similarly in the fourth class as support of student's book, the topic of the lesson was *we should use less energy* and, the objectives were to learn new vocabulary and to use it in affirmatives statements, negatives statements and questions. The teacher wrote up the new vocabulary on the white board and after she read it so the learners could practice the pronunciation of the new vocabulary, when the students dominated the pronunciation, she erased the words and wrote up an affirmative sentence with the first word that was learned, after she wrote the negative form and finally wrote it in question form when the students understood they had to do the same with the other words they had learned respectively.

This class was interesting and although the teacher used only white board as supporting material it was enough to accomplish the objective of the class and boarded the theme in conclusion this supplementary material was pertinence.

Moreover the white board was appropriately because the teacher considered the age of the students and their level, who were between fifteen and sixteen years they could read the words that were written up on the white board and follow perfectly the instructions. They worked actively during the entire class talking, repeating and writing it was so great.

The quality of this material was excellent the teacher worked together with her students and the class was interactive. The white board was in excellent condition and the teacher used colorful markers and provided a model for writing by using had writing.

Finally in the fifth class the white board was used as supplementary material, the topic of the lesson was *we've missed you*, and the objectives were to develop intensive reading skills and to learn the use of present perfect. The teacher started the class writing up on the white board statements with the use of present perfect after she explained the rules of grammar and its employment after she asked her students to do some statements in their notebooks related to a person that have been away form them, when they finished this activity the students had to read one statement and if the statement was wrong structured the teacher wrote up the same statement with its respective correction on the white board.

The white board was pertinent, the theme was boarded because the statements spoke about somebody that was far away and the objectives were accomplished because they used the present perfect in their statements and read the activities, the students

worked actively in class, they were quiet while the teacher was speaking and was giving the instructions and they participated when was necessary the student behavior was very good and the teacher worked in a great environment.

The age and students level was considered by the teacher, she worked firmly but was agreeable at the same time with them, moreover the vocabulary was known by the adolescents who follow the instructions and worked actively during the entire class.

In this year there were two white boards in the class which were useful, one white board was in the front and the other white board was in the back of the class so the students could participate also the teacher used colorful markers and good letter to write up in them.

### *Handouts*

Handouts are sheets of paper that have different activities to complete they are frequently used by the teachers in intermediate and advanced level.

They were used as supplementary material in the third observed class in which the theme was *Castles of the world* and the objective was to develop intensive reading skills. The teacher gave to her students the handouts and the instructions. They listened the indications the teacher gave then they took the handouts and read it in low voice after the first reading the teacher read the handout for the students, they focused in the pronunciation after that they read it again this time they read also the questions that were in the end, the students that could answered them, did it, and who did not understand read it again until they could do it.

Handouts were pertinent, the theme was boarded because the reading was titled the castle of Edinburg and the objective was completed with it, the students were

focused on intensive reading skill also they paid attention and were motivated to answer the questions.

The quality of handouts was extraordinary, the handouts had a beautiful photograph of the Castle of Edinburg very colorful and the reading was interesting, it was elaborated carefully by the teacher, she was very creative.

In the fifth class this supplementary material was also used in the lesson called *we've missed you* and the objectives were to develop intensive reading skills and to learn the use of present perfect. After explaining the rule of present perfect the teacher gave to her students the handouts with a very interesting reading about a girl that lost her boyfriend in a car accident.

The story was incomplete, it had some blanks to be completed using the present perfect, next to the blanks there was the verb in simple form, the students had that read and fill the blanks when the activity was complete, they had to read it again and discuss their results

This supplementary material was pertinent, the theme of the lesson was completely boarded and the objectives of the class were fulfilled because the students practiced intensive reading skills and learned the use of present perfect.

The teacher choose a story that the teenagers could feel as own related with an intermediate level, the students were very exciting by filling the blanks and completing the story when it was completed the students participated in the discussion about what they understood and as present perfect.

The quality of these handouts was excellent the teacher prepared them with anticipation and considering the level and age of her students. The design was very

good, the words were clear and had showy colors also the handouts had a beautiful heart at the beginning.

### *Map*

According to Raimes (1983), with a large scale maps of sections of cities, street maps of small towns, as well as maps of states and countries helps the students to practice giving directions and using the words describing spatial relationships.

A map was used by the teacher in the second class where the theme was *could you tell us the way?* And the objectives of the class were to learn to find directions and to learn the use of can and could. The teacher had done a map of her neighborhood on a card board. She wrote some questions at the end of the map and the students had that look at the map and answer the questions in their notebook when they finished this activity they were prepared to do the same with their own neighborhoods. The use of this material had a lot of importance for the theme of the class and the objectives because it was related according to the content.

The student's level and understanding were considered by the teacher she used good resources that adolescents would like as beautiful draws, flashy colors and big letters. The students were motivated during entire class; they observed the map and answered the questions, after the students drew a map very similar in their notebooks with their neighborhood. The teacher worked hard in the design and elaboration of the map.

### *Dialogues*



Dialogues are conversations between two or more people, they are a good resource to teach in EFL classes. Woodward (2001) says that through dialogues the students can recognize sounds, words and phrases and also to deal with accents and dialects.

This supplementary material was used by the teacher in the first class where the topic was *I love making new friends* and the objectives were to develop intensive speaking and listening skills. The teacher played the tape with the dialogue once the students have listened it with attention after the teacher did some questions as the title of the conversation who was speaking? and where were they? After the teacher played the recording again but this time the students had that wrote all the details of the conversation, as they did not understand all the details the teacher put it again and again until that all the students finished their work.

Dialogue was considered pertinent, the theme was boarded and the objective to develop intensive listening skills was accomplished. The students collaborated with their teacher and the teacher was very friendly with them.

The appropriateness was considered by the teacher because the conversation was elaborated according to the students age because who were speaking were teenagers too and the conversation was not boring, the students smiled and enjoyed while were learning also the vocabulary used had intermediate level and was understood by the students.

The quality of dialogue was very good the sound was clear, the speakers used their pitch, stress and rhythm to express their ideas the conversation was spontaneous. It was elaborated carefully by the teacher to help her students and improve listening skills.

### *Learning styles*

The observation in the first year of private high school had finished, the teacher worked hard to motivate her students, teaching is more successful when the class is planned ahead and different learning styles are considered. According to Woodward (2001) learning style is the way students learn best and it can be by seeing, hearing, touching, tasting, moving or they may have another types of intelligence as musical, kinesthetic, interpersonal, logical mathematical, intrapersonal, spatial, naturalist religious, or others such as self-concept, students feelings about being in control of their own learning or the different factors to which students attribute their successes and failures in learning.

Each person has a particular learning style, for this reason it is very is very difficult that all learner be treated similarly; but it is also impossible to personalize education. A teacher must look for ways to cope all student's needs. The teacher in this class did not use a lot of supplementary materials during the observations only visual (map, handouts, and white board) and audio (dialogue) but she worked very good and helped to the students in their learning.

### *2<sup>nd</sup> year*

#### *White board*

The white board is a very important material in the teaching process because through it the learners had a model for writing (Woodward, 2001).

The theme of the first class was *what is the story?* And the objectives were to develop intensive reading skills and to learn the rules of simple present passive.

The teacher wrote up on the white board some verbs in a simple form, after they practiced with his students the pronunciation of this verbs also he wrote this verbs in simple past passive and explained the rule, finally the teacher wrote a sentence with the verb learned in simple form and in a simple past passive, the students had to write sentences using the verbs that were on the white board.

This supplementary material was pertinent the theme was boarded and one objective was completed because through it in the students learned the past passive, they worked actively and the class was interactive.

The student's age and level were considered by the teacher, white board was used as a useful tool, teenagers learned with this supplementary material perfectly, this is a tool that can be modified constantly differing from other materials which cannot be modified.

The quality of this material was good the teacher may have improvised the content but still he carried out the objective of the class working together his students and adding visual impact to the lesson, especially because of the painting.

In the second observed class white board was used as supplementary material the theme of this class was *if you walk under a ladder....* The objectives of this class were to develop intensive listening skills and to learn the use of first conditional. The teacher wrote up on the white board a conditional sentence and the rule of its use after he explained as it should be structured and gave some examples in Spanish, after did other sentences on the white board using the ideas of the students. The students wrote down in their notebook five sentences using the first conditional and when they finished their

job, one by one read their sentences if the sentence was wrong the teacher wrote it up on the white board so the students could correct it.

The white board was used efficiently, the teacher boarded the theme and fulfilled one objective because the students learn the structure of the first conditional, through this material the teacher motivated his students to learn and participate.

This supplementary material was age appropriate, although the students did not know the rule of first conditional, they knew the vocabulary used and were able to get the learning.

The quality of the white board was good, the teacher provided a model to write through it and this model was helpful for her students, the size of white board was excellent it covered an entire wall of the classroom.

The topic of the lesson in the third class was *You do not have to lose weight* and the objectives were to develop listening and speaking skills and to learn the use of have to and do not have to, had to and did not have to. The teacher wrote up on the white board a simple sentence, after he added the use of have to and its negative form and after he wrote this same sentence using the past (had to) and its negative form. The teacher explained and wrote the sentence, as the students did not understand he repeated it again.

This supplementary material was pertinent because through it the topic of the lesson was carried out and the students learned the use of have to and do not have to, had to and did not have to. At first the students did not understand but the teacher was patient he repeated the explanation until that they have learned.

The student's age and level was considered by the teacher because white board is a supporting material that can be used for any age but especially with the adolescents, it also facilitates their learning by adding visual impact. The level of the students was intermediate and this topic was right for this level.

The quality of white board was good it had big size and the teacher used colorful markers to write up on it.

The white board was used as supporting material in the fourth class the theme of this class was *they told him not to do more* the objectives of this class were to introduce new vocabulary related with first aids and to develop writing skills using reported requests and commands.

The teacher spoke with his students about first aids, the students gave a lot of ideas about what they believed that first aids are. He wrote up on the white board the ideas that the students gave, also practiced the pronunciation of the new vocabulary, when the students dominated the vocabulary he erased the white board and wrote up some examples of request and commands, it was used for teach his students what the difference between the request and a command is, after the teacher wrote up the homework so the students could copy it to develop it at home.

The white board was used of simple way but it was practical. The teacher helped his students in their learning, the students read the words that were written up on the white board and checked out their work in class.

The appropriateness of this supplementary material was considered by the teacher, he used an adequately vocabulary for teenagers with an intermediate level and

although the students did not know the new words they could easily learn with the help of this material and their teacher.

The quality of the white board was very good it was so big and the teacher used draws for represent first aids. The letters that the teacher used were fabulous, he had an excellent handwriting , the teacher used colorful markers.

Finally this supplementary material was used in the fifth class the topic on the lesson was *you are a star now, aren't you?* the objectives of this lesson were to develop intensive reading skills and to learn questions tags with be. The teacher wrote up a tag question on the white board so the students could read it they were trying to discover what was the rule of tag questions, the teacher motivated his students to guess the rule, when they guessed it each one of the students were writing up on the white board a question tag which was related to their classmates when the white board was fulfilled the last student cleaned the board.

The teacher wrote up some question tag with mistakes and students had to identify the mistakes and wrote down in their notebooks the questions tags with be but without mistakes. I think that this supporting material was used adequately, the theme was boarded and the objectives were accomplished because the students learned questions tags with be, the class was interactive, the teacher spoke with his students and they were motivated.

The age and students level was considered for the teacher, he used expressions that are used by teenagers and managed that the students worked actively.

The quality of this supporting material was awesome, the size was big and was almost new , the teacher used different markers and underlined the parts more important also rounded with a different color the words bad written for correct them.

### *Handouts*

According Raimes (1983), when students examine a reading passage with missing parts (words, phrases, sentences, or larger chunks), they are discerning the original writers purpose, audience, and personal style which is very important in the learning process, for this reason handouts are a good resource to teach.

The first class was about what´s the story and the objectives of this class were to develop intensive reading skills and to learn simple present passive rules. The teacher gave his students the handouts which had a story about a poor boy that worked hard to sustain his family, he was not so happy but then he met a rich girl, they fall in love, married and they were happily ever after. At the end of the story the teacher wrote some questions the student should answer when the reading was understood, they read this tale a lot of times until all the questions were, when this activity was finished they practiced pronunciation too.

It can be said that this supplementary material was pertinent, it was according to the theme and the objectives, the students practiced the reading and pronunciation a lot of times, they were motivated through this supplementary material.

The student´s level and understanding were considered by the teacher he knew that the teenagers like tales and happy endings, besides the story had an intermediate level and the students too. They worked actively reading, answering and practicing the pronunciation.

The quality of handouts was awesome, the teacher prepared this material in advance, the paper was well printed and had beautiful colors, it had draws related to the story so the students could be focused only in learning..

Handouts were used in the fifth class too, the topic of the lesson was *you're a star now, aren't you?* And the objectives were to develop intensive reading skills and to learn questions tags with be. The handouts had a reading related to a famous singer, this reading had blanks where the questions tags should be, as the teacher explained the use of questions tags the students were prepared to fill the blanks. They read the text one time and after they could fill the blanks, when blanks were filled they read the text again so they could practice the lecture. The teacher did some questions and the students answer them. The teacher worked together with his students, the class was very interactive, pertinent the class was focused on the theme, the objectives were completed with this supporting material, the students had interest and curiosity to learn.

The appropriateness was considered for the teacher, he was focused in using an interesting reading, the reading had an intermediate level because the vocabulary was known by the students and the class too.

The quality of this supplementary material was excellent, the reading was interesting, it had a photograph of the singer and the text was clear, the teacher used a different color for to do evident the use of question tags in the reading.

*Stories*



Most people like stories. Raimes (1983) says that when we hear or read a good story we cannot wait to find out what happens next, this natural curiosity to find out what happens in a story can be used in a language classroom.

The theme addressed in the second class was *If you walk under a ladder* and the objectives were to develop intensive listening skills and to learn the use of first conditional. The teacher carried a cd player that contained a story about a girl that broke a mirror and believed that she will have seven years of bad luck because her friends said it, she was very afraid, the teacher played the recording again but this time the students should write down in their notebook the statements that had the first conditional, he put the recording again for what the students compare their statements.

This supplementary material was pertinent through it the theme of the lesson and the objectives were obtained the students focused this time on audio and they had interest and curiosity to listen and understand the story.

The age and students level was considered by the teacher because the adolescents like stories about superstitions, they were motivated by it, the story had an intermediate level and the students too, they understand most of the story and work actively.

### *Dialogues*

Dialogues are interesting, when the learners distinguish the variations in the dialect because the speakers use their voices (pitch, stress, and rhythm).

This supporting material was used in the third class in this class the topic of the lesson was *you don't have lose weight* and the objectives were to develop intensive listening and speaking skills and to learn the use of have to and don't have to, had to and didn't have to, the teacher explained the rules and practiced its use then the teacher

played the recording, this recording had the voice of three adolescents that were speaking about healthy and unhealthy food, the teacher played the dialogue so the students could write two lists in their notebook one list of healthy foods and another list of unhealthy foods.

The dialogue used was pertinent, it boarded the theme and through it the objectives were completed because the students practiced listening and speaking, were stimulated, they worked together with their teacher and participated actively in their learning.

The appropriateness was considered by the teacher, he carried a very interesting dialogue, in which teenagers participated, the level of this dialogue was intermediate, the students in this class were between fifteen and sixteen years.

The quality of this supporting material was excellent the speakers were native speakers and this was motivating, the students felt the need and desire to learn the pronunciation, this material was elaborated in advance.

### *Learning styles*

According to Woodward (2001) there are several ways to make the class more effective, for example: writing plans for different classes, learning lesson plans from a more experienced teacher, observing teachers or videos and then writing lesson notes, listening to colleagues talking about their lessons.

The teacher was aware of this, maybe because he was young and did not have experience as the other teachers he always had a lesson plan and before the class start he observed the lesson plan. The teacher did the lesson plans according to the learning styles: visual and audio.

The classes were very stimulating the students learned and participated in classes, the teacher conducted his lesson plans successfully. He demonstrated that when a teacher is prepared teaching is easy and fun.

*3<sup>rd</sup> year*

#### *White board*

The white board in this class covered the entire wall; it accepted different types of markers and was almost new, it did not had any blemish and it was shining.

The theme of the first class was *I didn't mean to laugh*, the objectives were to introduce new vocabulary related to feelings and to learn constructions as verb + infinitive or – ing form. The teacher wrote on the white board two sentences, one sentence used verb + infinitive and the other used verb + - ing form after he explained the rule, then each student wrote a sentence, if the student could not write the sentence the teacher explained the rule again.

The white board was used according to the theme and the objectives were completed, the students enjoyed the lesson and worked on the tasks that were designed for them.

The student's age and level were considered by the teacher, he was very active and knew that his student's advantages and disadvantages, encouraging them to learn new vocabulary and useful phrases.

The quality of this supplementary material was good, the white board was in excellent conditions and the teacher used colored markers to write up on it.

In the second class was also used a white board as supporting material, the topic of the lesson was *she won't talk to you*, the objectives of the class were to develop

intensive reading skill and to teach the future tense with will and going to. The teacher wrote up on the white board two statements the first one with will and the second one with going to. He taught the difference between them, after explained the teacher wrote up on the white board five sentences with blanks, so the students could analyze the statement and note the difference between prediction and intention. When it was learned they filled out the blanks, the teacher cleaned the white board and wrote up some clues as will (hope or predict) (promises) going to (talk about plans and intentions) it was for that the student did not forgive it.

The white board was pertinent, the theme was boarded and through it the objective was accomplished because the students learned the constructions verb + infinitive and –ing form. The students participated actively during the entire class,

The appropriately of the white board was considered by the teacher, he worked in an intermediate level and he was motivating them all the time, the teacher signed the words and underlined them with the markers to catch the attention of the students. The teacher was always attempt to the necessity of his students and they were motivated all the time.

The quality of this supplementary material was good, the white board was in excellent conditions, it had big size and the teacher used colorful markers to facilitate visual impact in the lesson.

Similarly, in the third class was the white board was used as supplementary material, the theme of this class was *superstar* and the objectives of this lesson were to develop intensive listening skills and to introduce the use of noun suffixes –r, -er, and –ist.

The teacher wrote up some nouns on the white board after he explained the use of noun suffixes -r, -er, and -ist to describe people or jobs. When this activity was finished the teacher asked the students to write down in their notebooks some sentences using the noun and adding the suffixes to nouns for describe people or jobs, when the students finished they read the sentences practicing the pronunciation.

This supplementary material was pertinent to the lesson, the theme was boarded and one objective was completed because the students learnt the use of noun suffixes -r, -er, and -ist. The students participated in class, they were interested and curious to learn more, the students and the teacher were a team.

The student's age and level were considered by the teacher, the students in this class were between sixteen and seventeen years old with an intermediate level of just like the structured handled during the class, the teacher spoke with his students during entire class to awake their interest.

The quality of white board was good, it had big size and was in excellent conditions, the teacher used colorful markers and big letter.

The white board was used in the fourth class to teach *But the crab had gone*, the objective of the class was to introduce the use of simple past perfect and simple past. The teacher drew on the white board a straight line, in this line he represented past perfect, then simple past and finally present tense. Then he wrote up three sentences in the three respective tenses, when the students understood the system the teacher said some sentences and the students had to identify if they were in past perfect, simple past or present tense. After, students they wrote down sentences in a piece of paper when it

was finished the students exchange their papers, then the teacher wrote up the sentences on the board and the students underlined the mistakes their classmates have had.

This tool was used pertinently, the class boarded the theme and the objective was fulfilled the students learn the use of past perfect and simple past.

The student's age and level were considered for the teacher, he used a known vocabulary for the students, and he managed an interactive class directed for an intermediate level.

The quality of this material was good, the white board had big size and was almost new, also it was used creatively. The teacher designed the lesson plan in advance, which added a visual to the students.

Finally this supporting material was used in the fifth class where the theme was *whales have been hunted*, the objectives of the class were to develop intensive reading skills and to learn the rule about present progressive passive and present perfect passive, the teacher wrote up on the board two statements: one with the present progressive passive and the other with the present perfect passive, then he explained the difference between them. He also made two pictures that represented the sentences, when the students learned this rule the teacher asked them to write down a similar example in their notebooks.

The white board was used with pertinence the topic, the lesson was boarded and the objectives were fulfilled, the students were motivated it provides a writing model and the teacher could use his imagination and abilities to draw and improvise.

The student's age and level were considered by the teacher, the adolescents work better with pictures and the teacher knew it, the vocabulary used was known for them, the students in this class were constantly motivated by their teacher.

The quality of this supplementary material was good, the white board had big size and was in excellent conditions, the teacher used it creatively because although he was teaching a writing lesson the pictures added an important impact in the students.

### *Word cards*

Word card is useful to study language, there are a lot of activities that can be done did them, such as practicing normal word order (subject, verb, and object), working on the four basic sentences, dealing with noun phrases, verb phrases and so on.

The theme addressed in the first class was *I did not mean to laugh* and the objectives were to introduce new vocabulary related to feelings and to learn constructions as verb + infinite or -ing form. The teacher had twenty word cards which had a feeling wrote on them and a picture that expressed the feeling. He card to the students and they repeated the words along with the teacher. After the teacher set the word cards facing in the desk and each student took one and said a sentence with this words.

The word card was pertinent, the theme was boarded and the objectives were completed because through the supplementary material the students learned the new vocabulary, also the students work actively during the entire class. This type of class shows that it is perfectly possible to play and learn at the same time.

The appropriateness of the word cards was considered by the teacher because it was designed for intermediate level which was the student's level too. The student's age was also considered because the teacher knew that the teenagers learn best through pictures and he drew in the word cards some pictures to provide a visual impact in them. Through this supporting material they were encouraged and motivated to learn.

The quality of word cards was excellent, they were colorful and had a gorgeous picture which was designed and elaborated in advance for the teacher.

In the fourth class also was used word cards as supplementary material, the topic of the lesson was *But the crab had gone* and the objective was to introduce the use of past perfect and simple past. The teacher showed his class the word cards which had a verb written in present and in past, that way the students practiced the pronunciation too. After the teacher divided the class into two groups, he gave the half of the word cards for group A and the other half to the group B then he asked to the students to write sentences in past perfect and in simple past, and encouraged them to write faster by making a competition.

This supplementary material was pertinent, the theme and objective were accomplished and the students worked very hard and actively participated in their learning.

The student's age and level were considered by the teacher, he elaborated this material for an intermediate level. The students in this class were between sixteen and seventeen years old.

The quality of this supplementary material was good, the letters were well designed, the teachers used colored markers, through this material the students were



motivated and the class was interactive. Word cards were a good resource to teach English as a foreign language.

### *Handouts*

According to Alvear (2009), Teaching English as a foreign language is composed of various components, like grammatical competence, communicative competence, language proficiency and an attitudes change, which are developed through the use of the course book and supporting materials.

This supplementary material was used in the second class with the theme *She won't talk to you* and the objectives were to develop intensive reading skills and to teach the future tense with will and going to. The teacher gave his students the handouts with a reading about two friends that were planning a trip. This reading had some mistakes and the students need to discover them. The students read the text a lot of times until they have found all the mistakes, when they finished this work they exchanged the handout with their classmates and with the teacher's indications they the mistakes.

Handouts were pertinent, the topic of the lesson was boarded and the objectives were completed because the students practiced intensive reading skills and the use of future tense. The teacher caught the students attention and made the class more proactive.

The appropriateness of handouts was considered by the teacher because the vocabulary used was known for the students and the reading had an intermediate level, the students could relate to the topic.

The quality of this supplementary material was good, the handouts had pictures of a beautiful beach, the letters were clear and had medium size the visual impact helped the students and encourage them to work actively during the class.

Thus, in the fifth class handouts were used as supporting material, the theme of the class was *whales have been hunted*, and the objectives were to develop intensive reading skills and to introduce the rule about present progressive passive and present perfect passive the teacher gave his students the handouts which had a reading related to global warming, this reading had blanks and the students had to decide between the use of present progressive passive and present perfect passive.

This supplementary material was used according to the theme and helped to reach the objectives of the class. The students were motivated; this resource was very useful in their learning.

The age and students level was considered by the teacher when selecting this material, the reading was related to the interest of teenagers but it also contained new vocabulary for them. Moreover, the students were prepared to work with this material because the teacher designed the handouts according to their understanding and focused also on their necessities and abilities.

The quality of handouts was really good, the printing was clear moreover the letters were colored and the box at the end had a different color.

### *Stories*

Learning through stories is really stimulating, people like to hear stories and often they like to tell them. Listening stories help the learners to develop listening skills.

A story was used in the third class, the topic of the lesson was *superstar* and the objectives were to develop intensive listening skills and to introduce the use of noun suffixes –r, -er, and –ist. The teacher had a cd with a story recorded on it, it was about a famous singer. The teacher turned on the cd player and the students had to identify details, after the teacher played it again this time the students had to take specific notes about the story at the end of the story the singer sang his famous song then the teacher and the students sang this song.

This supplementary material was pertinent with it the topic, the lesson was boarded and the objectives were accomplished, this exercise was stimulating for the students and they wanted listen the song over and over again.

The appropriateness was also considered by the teacher because he choose a well-known singer and the story had an intermediate level so the students worked actively during the entire class. They were interested and curious to know all the details of the life of the singer.

The quality of this supplementary material was excellent, the audio was very good and the teacher designed it especially for this class with a story and a song simultaneously.

### *Pictures*

Raimes (1983) says that all pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities. Pictures are valuable to teach because they provide the use of a common vocabulary and a common language forms.

Finally this supporting material was used in the fifth class, the topic of the lesson was *whales have been hunted* and the objectives were to develop intensive reading skills and to introduce the rule about present progressive passive and present perfect passive.

The teacher had some pictures that contained animals killed by the people, he showed a picture and the students said a statement using present progressive passive or present perfect passive using this picture.

Pictures were considered pertinent for this class, the theme was boarded and the objective was accomplished. The students looked at the pictures with attention and formulated the statements using the tenses they have learned.

The student's age and level were considered by the teacher, he used the adolescent's sensibility which was affected with these real pictures and were directed for an intermediate level.

The quality of this supplementary material was excellent, the pictures were gorgeous, they had good size and good definition; moreover it showed a shocking reality.

### *Learning styles*

The teacher in this class was conscious that planning the course and lessons was very important, he had a lesson planed for each day. In these lesson plans there were considered the learning styles, the use of supplementary materials to support the student's book as the principal resource.

According to the student development centre (2009), a learning style or learning preference is the way that a person tends to learn best. There are three learning styles or

preferences: auditory (learning by hearing), visual (learning by seeing, and kinesthetic (learning by doing).

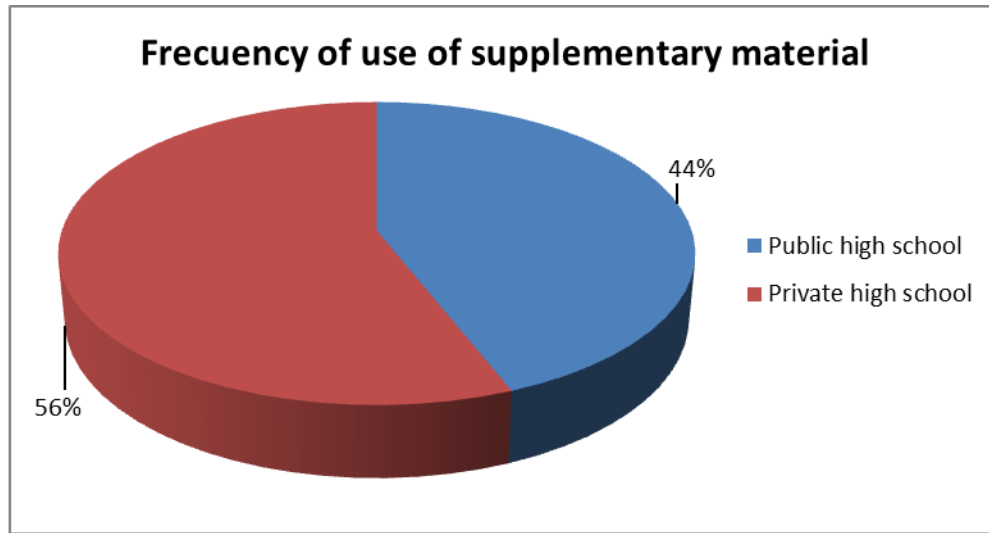
In the third year these three learning styles were considered and the class was successful, the students were motivated to learn which was the teacher's goal.

### Quantitative analysis

The goals of the quantitative analysis are to determine and compare the variety of the supporting materials used in senior private and public high schools. There was a wide range of supporting materials such as, visual (flash cards, power point presentations, maps, pictures, charts, handouts, posters, word cards), audio (songs, dialogues, stories, tales), audiovisual (video, movies, documentaries), realia (objects), and online (websites).

According to the results obtained during the investigation the type of supporting material mostly used in public senior high school were: visual material (maps, handouts, posters, word cards, white board), audio material (dialogues), and finally realia material (a greeting card and an electric light bulb); the type of supporting material used in private high school were visual material (maps, charts, handouts, word cards, white board), audio material (dialogues, stories).

GRAPH #1

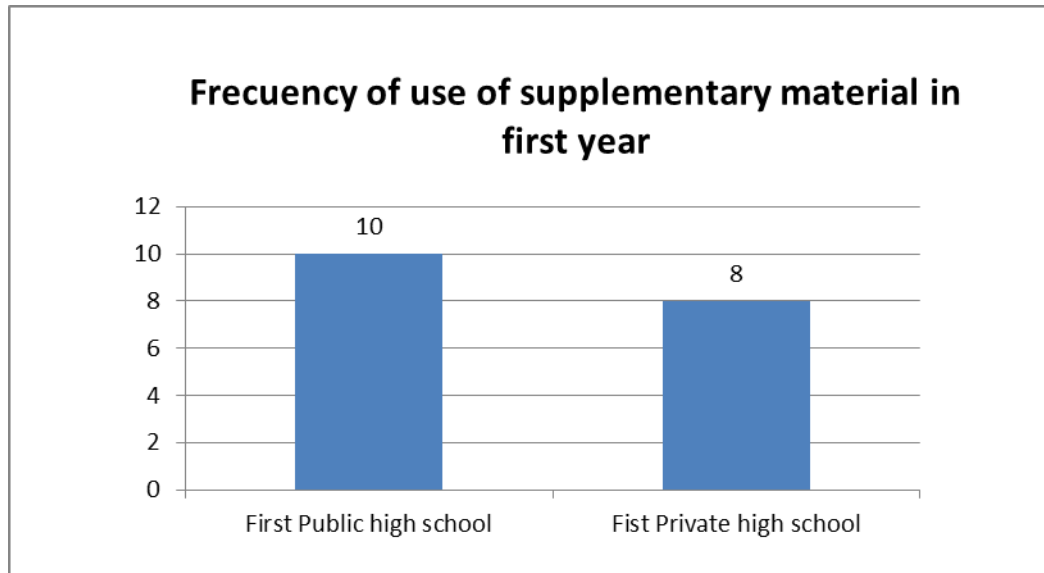


Author: Adriana Mendieta

Source: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> years of public and private high schools.

The graph number 1 illustrates that the variety of the supporting materials used in both high schools was the same visual and audio, but the frequency of their use was greater in the senior private high school, supplementary materials were used in the public high school twenty two times in the observed classes which represent 44% , and in the private high school the supplementary materials were used twenty eight times which represent the 56%.

GRAPH # 2:

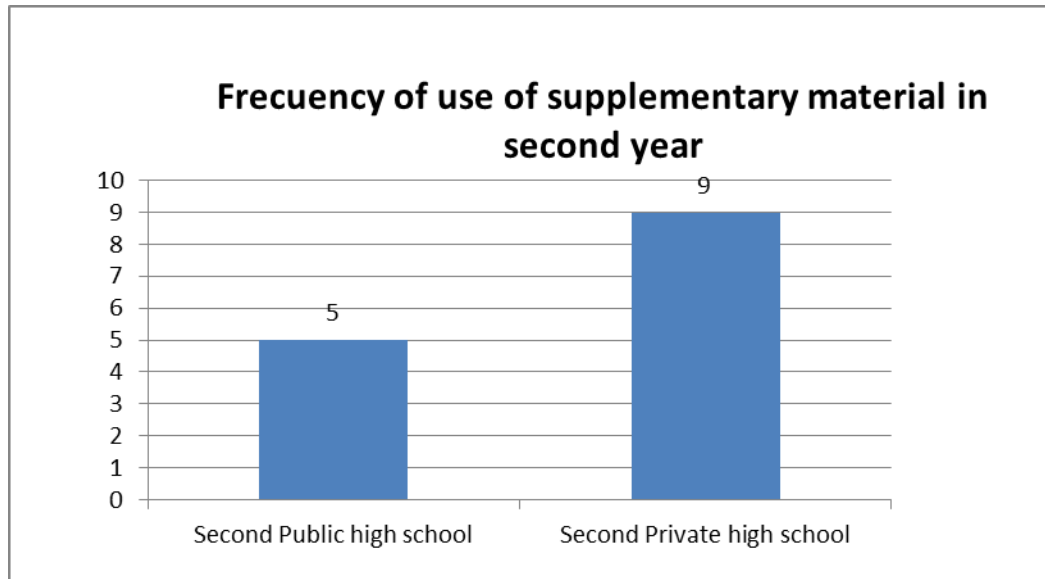


Author: Adriana Mendieta

Source: 1<sup>st</sup> years of public and private high schools.

Graph number 2 shows that in the 1<sup>st</sup> year of the public high school the supplementary materials visual (posters, word cards, and the white board) and realia were used ten times, in comparison to the 1<sup>st</sup> year of private high school where the supplementary material visual (maps, handouts, and the white board) and audio (dialogues) were used eight times. According to the results obtained during the observation sessions, the frequency was higher in the 1<sup>st</sup> year of public high school than in 1<sup>st</sup> year of private high school. In the first year of public high school more supplementary materials were used than in the private high school but because the teacher was more creative.

GRAPH # 3:



Author: Adriana Mendieta

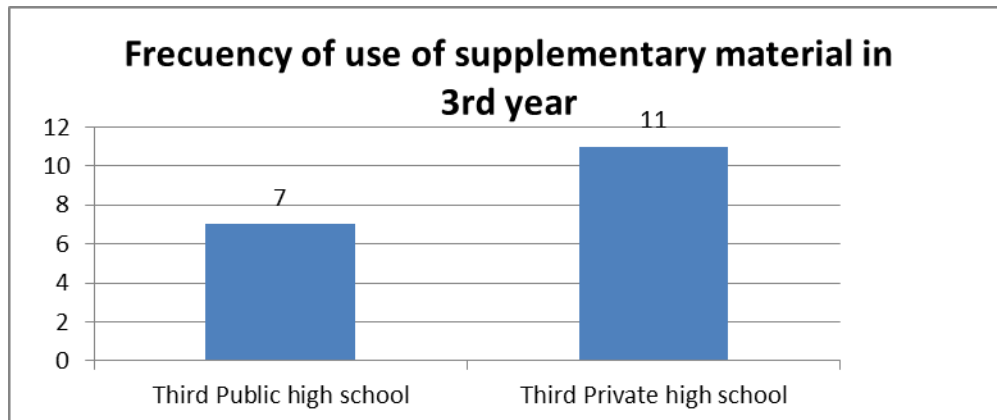
Source: 2<sup>nd</sup> year of public and private high school.

In the 2<sup>nd</sup> year of public high school the supplementary materials visual (posters and the white board) were used five times in comparison to private high schools where the supplementary materials visual (handouts and the white board), and audio (dialogues and stories) were used nine times. The collected data during the ten observation sessions, made in the second year of senior private and public high school, shows that in the private high school was used the supporting material more frequently than in the public high school.

The results in graph number 3 show that the second year of public high school had the lowest amount of supplementary materials used in the three years of the two high schools.



GRAPH # 4:

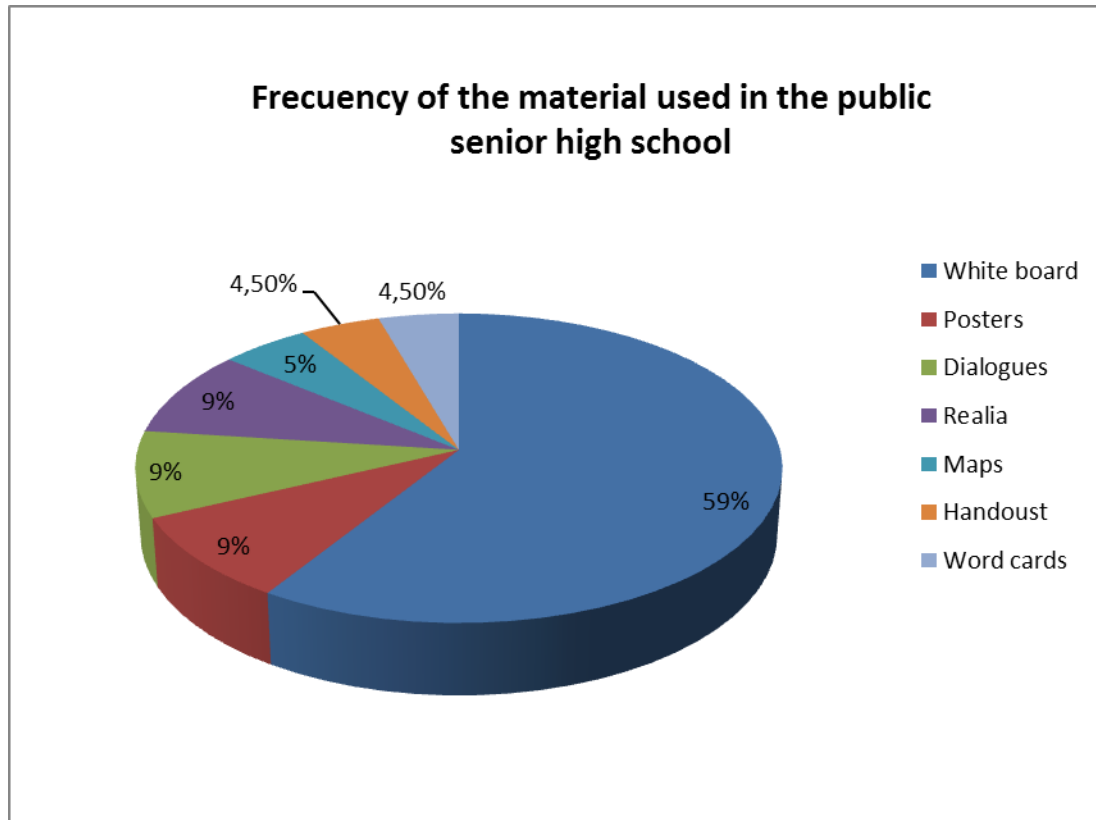


Author: Adriana Mendieta

Source: 3<sup>rd</sup> year of public and private high schools.

The frequency of use of supplementary material in the third year of the public high school occurred seven times during the observation sessions, the materials used were visual (maps, and the white board) and audio (dialogues); and the frequency of use of supplementary material in the third year of private high school was eleven times, the materials used were visual (pictures handouts, word cards and the white board) and audio (stories). According to the results obtained during the observation sessions of all observed classes both private and public high school, in the third year of private high school was where the supporting materials had the highest frequency of use and variety.

GRAPH # 5:



Author: Adriana Mendieta

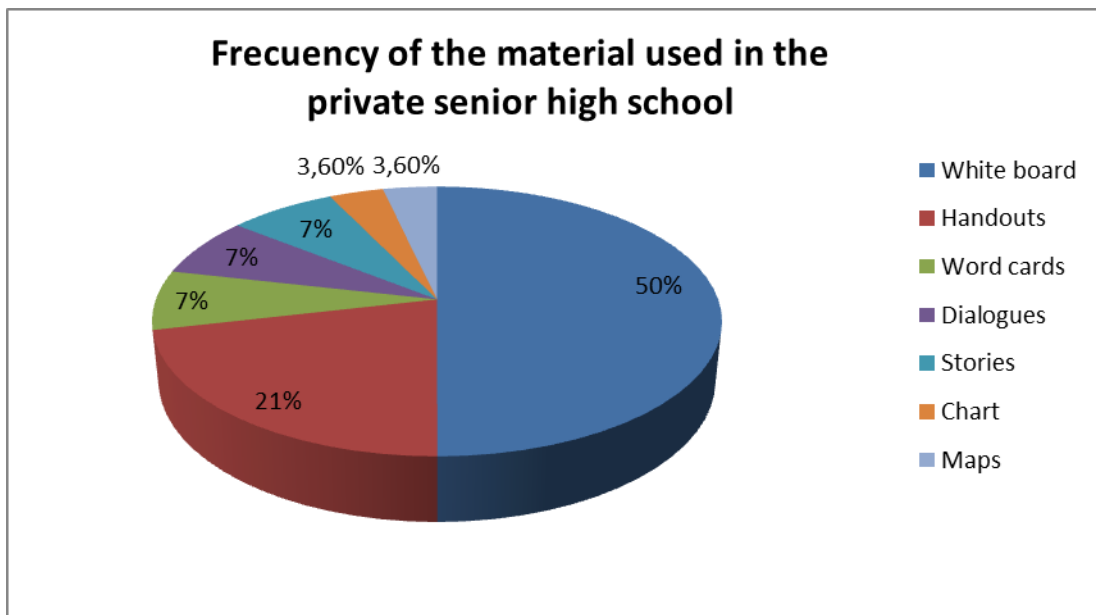
Source: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> years of public senior high school.

During the observations made in public high schools in the three observed years the supplementary materials that were used, were the following: the white board (13times), posters (2 times), dialogues (2 times), realia (2 times) , maps (1 time), handouts (1 time) word cards (1 time). The white board is the supplementary material more used by the teachers of the public high school.

Concluding the analysis of frequency of the use of supplementary materials, it can be observed that in the senior public high school the seven more frequent materials were used 22 times in total. The percentage for each one of the materials was: the white

board 59 %, posters 9 %, dialogues 9 %, realia 9 %, maps 5 %, handouts 4.5 %, and word cards 4.5%. With this data of the quantitative analysis can be deduced that the preferred material to be used was the white board, perhaps because the white board is already present in the classroom and the teachers use this material frequently.

GRAPH # 6:



Author: Adriana Mendieta

Source: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> years of public senior high school.

During the observations held in private high schools in the three observed years, the supplementary materials that were used were the white board (14 times), handouts (6 times), word cards (2 times), dialogues (2 times), stories (2 times) chart (1 time), maps (1 time). According to the analysis of frequency of the used materials, it was observed that in the senior private high school the seven principal materials were used 28 times in total. The percentage for each one of the materials was: for white board 50 %, handouts 21.4 %, word cards 7.14 %, dialogues 7.14%, stories 7.14 %, chart 3.6 %, maps 3.6 %.

With this data of the quantitative analysis it can be deduced that the preferred material to be used was the white board.

Teachers affirmed that the use of supplementary materials actually helps the students to learn better. They also said that the most common material used for them was the white board because this supplementary material can easily be used several times.

On the other hand, analyzing the results of the survey applied to the students, they asserted that supporting material helped them to understand the class better but they claimed that the teachers should use audiovisual and online materials, the sixty percent of the students said that these supplementary materials should be always used by the teachers because they help them in their learning process.

## Conclusions

- ❖ The white board was the most frequent supplementary material used in both high schools.
- ❖ The quality of the supplementary materials was better in the senior private high school.
- ❖ The supporting material most commonly used in public and private high schools, from highest to lowest frequency, were: the white board, handouts, word cards, dialogues, objects, stories, posters, maps, and finally charts.
- ❖ The type of material mostly used by the teachers in the private high school, as well as in the public one, belongs to the visual variable.
- ❖ In the private high school, the supplementary materials were used twenty eight times; meanwhile the supplementary materials in public high school were used twenty two times, although the variety was the same in both high schools.
- ❖ The audiovisual and online variables were not used in any high schools.
- ❖ The learning styles more used in both high schools were visual (learning by seeing) and auditory (learning by hearing).

## Recommendations

- ❖ The teachers should use a widely variety of supplementary materials because sixty percent of the students that were surveyed think that its use is helpful in their learning.
- ❖ The use of supporting materials is advisable in the majority of the classes because during the observations made in public and private high schools the teenagers were motivated when the teacher used them.
- ❖ Teachers should design and elaborate the supplementary materials in advance for their classes considering the theme and objectives, and student needs also they must select a wide variety of supplementary materials considering the different learning styles.

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ANNEXE A

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: \_\_\_\_\_ CLASS No. \_\_\_\_\_

YEAR: \_\_\_\_\_ TOPIC OF THE LESSON:

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

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

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

ANNEXE B

DESCRIPTION OF THE USED MATERIAL:

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

How was it used?

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

Why?

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

Why?

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

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

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

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Were students motivated with the presented material? Yes \_\_\_\_\_ no \_\_\_\_\_ Why and How?

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

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How do you consider the quality of the used material?

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ANNEXE C  
STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

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

CLASS No. \_\_\_\_\_

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 cuáles de los siguientes materiales crees que aprenderías mejor el tema de clase?					
<b>VISUALES</b> <ul style="list-style-type: none"> <li>•Flash cards ( )</li> <li>•Diapositivas ( )</li> <li>•Mapas ( )</li> <li>•Gráficos o fotos ( )</li> <li>•Tablas u organizadores gráficos ( )</li> <li>•Hojas con actividades ( )</li> <li>•Posters ( )</li> <li>•Tarjetas con palabras ( )</li> <li>•Pizarrón blanco o negro ( )</li> </ul>		<b>AUDIO</b> <ul style="list-style-type: none"> <li>• Canciones ( )</li> <li>• Diálogos ( )</li> <li>• Historias ( )</li> <li>• Cuentos ( )</li> </ul> <b>AUDIOVISUALES</b> <ul style="list-style-type: none"> <li>• Videos ( )</li> <li>• Películas ( )</li> <li>• Documentales ( )</li> </ul>		<b>OBJETOS REALES</b> ( ) * Objetos: * (juguetes, plantas, frutas, etc).  <b>ONLINE</b>  •WEBSITES ( )	
¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase?					
<hr style="border: 0; border-top: 1px solid black;"/>					
¿Con qué frecuencia te gustaría que se utilice suplementario?					
( ) siempre ( ) de vez en cuando					

ANNEXE D  
TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: \_\_\_\_\_ CLASS No. \_\_\_\_\_

YEAR: \_\_\_\_\_

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

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

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

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

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

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

Why?

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