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

Trabajo de fin de titulación

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## **DEDICATION**

For my dad example of what honesty is.

For my sons Ivan and Juan Pablo who inspire and encourage me to developed this work

For all my students who made me love teaching, and from whom I am still learning

For all of you with love

Cris

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## **ABSTRACT**

The use of supplementary materials in EFL classes, a comparative analysis of private and public high schools is the theme of this research work. The main purpose is to analyze and determine the type, the variety and the frequency in using supplementary materials in EFL classes.

This research was conducted in two high schools one public and one private, in Quito during 2011-2012 school period. Three grades were chosen in each school first, second and third year, genders were male and female. Five EFL classes were observed in each year.

Two methods were used to developed this process, the qualitative and the quantitative. The qualitative method was applied through observation sheets, questionnaires and personal interviews, applied to teachers and students.

The quantitative method was used after the data collection to make a comparative analysis of the supplementary material used in EFL classes in both schools

After concluding this research, general findings showed that even though the use of supplementary material is higher in public than in private school, the pertinence , the appropriateness and quality is better in the private.



## **INTRODUCTION**

The teaching of English as a foreign language is a matter that has concerned governments, and educators all over the world. In Ecuador, in the ministry of education and culture, there is a politic to improve the learning of this language, and it had been included in the National curriculum since 1992 with the British council support.

Within the context of the learning process, it is important to remember that teachers do not work alone to achieve their goals, they rely on different kinds of aids and sources, which may work effectively to achieve objectives if they are used appropriately. One of the very important aids is the use of supplementary material, which can be a great tool to facilitate this process.

The main goal of this study is to determine and analyze the type of supporting materials used in EFL classes in public and private schools in Quito- Ecuador. Regarding this main goal the specific objectives are: to analyze and compare the used materials in public and private schools, taking into account their pertinence (content), appropriateness (students level), quality (design and elaboration of the material) and students learning styles ( cognitive needs). To determine the variety of the supplementary material used in the observed public and private high schools, as well as to identify the most frequently used material in each one of the observed high schools.

The teaching of English is an important issue that concerns not only governments but also the teachers through the years because of the complexity and diversity of components that make up this kind of work. On one side the social cultural component, which plays a very important role due to the educational and

historical context in which foreign languages are taught and learned, are decisive when making decisions about teaching. On the other hand, the success of the teaching-learning process depends on the selection of the bibliographical component. But there is the methodological component, which is the most important because it considers a variety of aspects, such as the used method and applied resources and techniques which together collaborate to the success of the teaching learning process.

Within the context of the learning process, it is important to remember that teachers do not work alone to achieve their goals, they rely on different kinds of aids and sources, which may work effectively to achieve objectives if they are used appropriately. One of the very important aids is the use of supplementary material, which can be a great tool to facilitate this process.

The use of supplementary material is an important tool that helps teachers and brings interest into the class making them more attractive to the learners. Choosing the correct material, and using it adequately is definitely the most important aspect for a successful class. For this reason when choosing the correct material is essential to consider its pertinence ( objectives and contents), and appropriateness (students' needs).

Nunan (2002, p. 208) explains that supported materials help defining the class goals , as well as the roles of teachers and learners. He also said that supported material is a useful professional tool. In addition Allen, E.D.,Vallete, R.M. (1977, p. 13) thought that even though supplementary material is available in all schools, teachers must investigate about them , in order to use them in their fullest extension. The creativity of the teacher is important to turn all the existing resources in effective supporting materials to be use in the class. They suggested that: “ *old readers may furnish selections that may be mimeographed or put on transparencies.*

*Tapes from a previous textbook series, now no longer used, may provide additional material for listening comprehension. Old workbooks may have suitable grammar exercises for review work. Wall charts and maps can be used for speaking and writing cues. Preview materials from publishers might have new ideas for presentations of vocabulary and structure. Unused foreign language magazines may be cut up for visuals. Short English films, especially films taken in the country under study, could be shown replacing the English sound track with the teacher's narration in the foreign language."*

There is a wide range of supporting materials to be chosen from, among others could be ; visual, audio-visual, realia, websites, etc. Previous studies showed that in addition of the type of materials mentioned above, teachers will take advantages of new technologies too. Kelsen, B. (2009), carried out a survey with EFL students in Taiwan about using youtube as a supplementary material. Results showed that the use of youtube as supplementary material motivated students and most of them use them outside the class to learn English.

Rosen (2011) was concerned about children and youth igeneration, and in the way they are inmerse in technologies that give them opportunities that no previous generation has enjoyed. He conduct a survey about how successful could be the use of technology in the learning process Observations were carried out about the way children use smartphones, ipads, laptops, to search and find information for review movies and favorite sites. This study encompassed 3,000 respondents who were asked on how many hours per day they spend in the following activities: being on line, using a computer but not online, sending and receiving e- mails, using instant messaging or chat, talking on the phone texting, listening to music, playing video games, and watching television. Results showed hours of time spent in all these

activities including some activities done simultaneously. As a conclusion he showed that children and youth in this new generation are defined by their love of electronic communication, and their need to multitask.

Xiangming L., Brand M. (2009) conducted a survey about the effectiveness of Music on Vocabulary Acquisition, and he reached the conclusion that students who were most exposed to music not only obtained higher scores in vocabulary, but also had a more positive attitude toward their learning of English and greater confidence in their instruction.

Even though the wide range of possibilities of using supporting materials, some teachers are not using them appropriately or are not using them at all.

The Ecuadorian educational system will be benefited from this study because the presented information evidence that using supplementary material turn the classes more interesting and students feel motivating and more willing to learn.

One of the limitations to developed this study in public schools was the fact that teachers thought that they were being observed to be evaluated by the Ministry of Education, and they prepared their classes in a different way trying to use supporting material even though it was not planned in advance.

## METHOD

The present research project started with gathering scientific information about eight contents and five previous studies, which are closely related with the main theme.

The investigation field started with the selection of two high schools in Quito, one public and one private. In each one of the schools one parallel of first, second and third year of senior high school were chosen, making out a total of six parallels, three per school).

Two methods were used during this research process the qualitative and the quantitative.

The qualitative method was applied through observation sheets, questionnaires and personal interviews, applied to teachers and students. Regular observations were conducted (approximately one per week). In order to register the gathered information a set of four observation sheets were filled up.

The observation sheet containing facts about type of school, date, year, topic and objective of the lesson and the supplementary material used to teach the lesson.

The variables to be considered were: *Visual*: flash cards, power point presentations, maps, pictures, charts, handouts, posters, word cards, board. *Audio*: songs, dialogues, stories, tales. *Audiovisual*: videos, movies, documentaries. *Realia*: real objects brought in to the class (toys, plants, fruits). *On-line*: websites.

The description sheet used to describe the way in which the material was used. Its appropriateness, pertinence, creativity, originality, as well as if the use of this material motivated students or not.

The students survey sheet used to record the students' opinions and preferences.

The teacher survey sheet used to register the frequency and variety of the material used by teachers.

Through the interpretation of table charts 1-8 the qualitative analysis was developed considering the relevant aspects of the supplementary materials used per class: the pertinence related to the content, the appropriateness, related to the students and level, the quality related to the design and elaboration of material and finally, the students' learning style related to the way in which students process the given information.

Quantitative analysis considers the variety and amount of used material. As well as, the most used material in public and private schools. A comparison among public and private schools by years, and general results of public versus private were also included. These results were shown through tables 9-14 and graphics were used to visually evidence the results.

Finally conclusions and recommendations of the author were given to enhance the significance and meaning of this research.

## DISCUSSION

### Literature Review

English teachers are always willing to make their classes interesting, and relevant, in order to prepare students to communicate successfully, in any required situation using the foreign language.

One of the most powerful teaching tools in class is the use of supplementary materials, because they help teachers, not only to breaking out routines, but also to illustrate grammar items better. Why are materials important in language instruction? What do materials do in language instruction? Can we teach English without a textbook?

The following paragraphs have the intention to go over some relevant aspects related to the use of supplementary materials in EFL classes.

#### *Teaching English as a Foreign Language*

With the globalization of the world, multilingualism has become the norm; and learning languages is the way people use to be in contact with other cultures, and to access to new technology. Brewster, Ellis, & Girard (2002) mentioned that English is officially spoken in about sixty countries, and had a prominent position in twenty more. By the way governments and educationalists take on their responsibility and introduce the learning of English as part of the syllabus since the primary levels, because it is said that young children learn better and easily than older children Rivers (1981) in addition says that parents think that English will benefit greatly their children's life.

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

Different periods during human life bring new challenges that are important for personal growth and success. There are special psychosocial, emotional, and

biological differences among children, adolescents, and adults that teachers should know in order to guide the learning process.

According to Woolfolk (2007, p.64) children at the age of 5-7 start the scholar cognitive process, and they are improving fine and gross motor skills. She also explains that children at this age can process more information easily and faster, because their memory spans are also increasing. On the other hand Brewster, Ellis, & Girard (2002, p.28) say that “young children are not yet in control of their lives and they still have a great deal to learn in their own language”. They consider that until the age of twelve children do not have specific foreign language needs, although some may learn it under pressure, usually from their parents or school system.

Erikson stages mentioned in his book childhood and society (1963) children are moving from preoperational to concrete operational thinking. They must learn to trust in adults, act autonomously, in more complex situations; children initiate actions in order to fit the school rules, and they are beginning to see the relationship between perseverance and the satisfaction given by a completed job; they are becoming competent, and working toward new goals.

Brewster, Ellis, & Girard (2002, p. 28) consider that young children show some characteristics that make them different from older learners, among others he mentioned, that they have high physical energy, a wide range of emotional needs, they are emotionally excitable. they are developing literacy in their first language, and they also learn more, but forget things quickly; they tend to be oriented and preoccupied with their own world, get bored easily, they are excellent mimics, can concentrate for a surprisingly long time if they are interested, and can be easily distracted .



In the transition to middle school, Woolfolk (2007, p.67) explains that students gain independence and are ready to make decisions; they confront and increase their attention on grades and performance as well as more competition on all fronts, academic, social, and athletic. She also suggests that bored classes that take students in their seats for long time taking notes must be replaced for meaningful and organized ones. “Teachers can take advantage of their adolescent student’s intensity, by helping them devote their energy to areas such as politics, the environment, or social causes (Price 2005, p, 22-27)

Meanwhile Pajares (2005) thinks that adolescence is a period in which kids have to deal with important biological and physical changes. Furthermore he explains that in late adolescence, the roles of adulthood must begin to be addressed in almost every dimension of life.

Moving ahead it is important to consider another group and its characteristics. *Adults*: The main points to be considered at this period are: own responsibility, and the desire to learn, that make them achieve goals.

Northedge (1988, p, 15 -17) concerned about the way adults learn “The whole emphasis changes from being a passive receiver of knowledge to be an active seeker for understanding. An adult student would be able to orchestrate a collection of habits, techniques, and strategies into a successful overall performance”.

As we can see many factors have to be considered in teaching a language, and one of these is *motivation* which can be defined as the desire to learn. Motivation responds to internal and external factors.

As Harmer (2003, p 8-9) mentioned:

Researches carried out during the half of the twentieth century by Gardener and Lambert (1950) suggested that

students who felt most warmly about language, and who wanted to integrate into the culture of its speaker were more highly motivated( and learnt more successfully), than those who were only learning language as a means to end (e.g. getting a better job).

Even though it has been said that motivation is a component of each person, it should also respond to external factors such as: classroom atmosphere, teacher's attitude and appearance, etc.

According to Brewster, Ellis, & Girard's (2002) point of view students learn in a classroom atmosphere which promotes pupils' confidence and self-esteem, so they can learn more effectively and enjoyably. They also refer to motivation as a mental process, a certain type of behavior or a personal characteristic.

Although highly motivated students learn successfully, it is also important to consider the different ways in which students process the information, the variables could be: using their senses, reasoning logically and intuitively, and analyzing or visualizing. Teaching methods also influence this process. Taking this into account we can consider different learning styles.

### *Learning Styles*

Felder and Silverman (1988, p. 674), explain that three main contrasting groups of learning styles are: *Sensing and Intuitive Learners* who learn facts, through senses or intuition.

*Intuitive learners* often prefer discovering possibilities and relationships, while sensor learners like solving problems by well-established methods and dislike complications and surprises. In addition sensor learners tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work. Meanwhile

intuitive learners may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations. In contrast Sensors tend to be more practical and careful than intuitors; sensors do not like courses that do not have apparent connections to the real world. Another group is: *Visual and Verbal Learners* “remember best what they see-pictures, diagrams, flow charts, time lines, films, and demonstrations. Verbal learners get more out of words--written and spoken explanations.” The same author also mentions *Sequential and Global Learners* who “tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it."

Finally there are *Global learners* who “may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it”.

In addition, Nunan (2002, p. 168-170) considered that one’s learning style will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and educational experience. He also explains that some aspects of an individual’s learning style may be alterable while others not. He classifies learners according to likes and preferences, and he mentions:

*Concrete learners*

These learners tend to like games, pictures, films, video, talking in pairs, and practicing English outside class.

*Analytical learners*

These learners like studying grammar, studying English books, and reading news papers, studying alone, finding their own mistakes and working on problems set by the teacher.

*Communicative learners*

These students like to learn by watching, listening to native speakers, talking to friends in English, and watching television in English, using English out of the class in shops, trains, etc, learning new words by hearing them, and learning by conversation.

*Authority-oriented learners*

These preferred the teacher to explain everything, liked to have their own textbook, to write everything in a notebook, to study grammar, learn by reading, and learn new words by seeing them.

Another model of learning style is *Multiple Intelligences* proposed by Gardener (1993), and explained by Richards, and Rodgers (2007, p. 115) which is a different theory that claims that intelligence is culture-free and avoids the traditional models of intelligence (e.g., the Intelligent Quotient IQ testing model).

*The linguistic intelligence* is the one that finds its strength in using language in a special and creative way, lawyers, editors, and interpreters are good at.

*The logical/mathematical* is the ability to think rationally, it is commonly found in doctors, scientists, programmers.

*The spatial intelligence* is the ability to form mental models of the world, architects, decorators, sculptures and painters are strong in.

*Musical*. This ability based on hearing, usually found in singers, and composers.

*Body/kinesthetic*, is the ability to have a well coordinated body, found in athletes and craft people.

Interpersonal, is the ability related to work with people, politicians, teachers and salespeople are good at.

Intrapersonal is the intelligence based on the understanding of oneself and applying this talent in all areas of life,

Naturalistic, is the ability to understand the patterns of nature and environment.

Richards and Rodgers (2007) not only agree with Gardner's theory, but also they confirm the idea that multiple intelligences had attracted the interest of many educators as well as the general public. As this MI was adopted in many schools, teachers and parents were interested in discover special gifts and talents to be developed in their children.

To wrap up these thoughts and statements, Richards, and Rodgers (2007), said that, "individuals are free to be intelligent in their own ways."

#### *Teaching Techniques for Teaching Adolescents*

As we saw above adolescence is a transitional phase which involves several changes in learners, who move from elementary school to college. There are a number of

useful and efficient tactics that teachers in any discipline can integrate into their teaching to increase student understanding and improve overall comprehension.

Schreiner, (2008) suggested some useful techniques for teaching adolescents: one of this is *The seven item limit* in which teachers need to realize that students have a limited capacity of holding seven items (with a plus two or minus two variation) for information in their working memories. Teacher must consider this when planning a lesson. Seven is a magic number, enough to increase students retention, permit students to process the information, and transfer it to their long-term memory bank.

Another technique is: Add Emotion, and explains that when a student experiences an emotional response while learning, the information is more likely to become a permanent knowledge.

*Scaffolding*: Is another effective technique that provides a heavy support at the beginning and gradually withdraw this support as students develop the capacity to perform more independent tasks. The assistance of teachers must be continuous and consistent, until students master and specific skill. Through scaffolding, teachers work on the students' zone of proximal development or the level at which work is neither too easy nor too hard for the student.

Woolfolk (2007) thinks that learners at adolescence stage, must be monitored all the time by the teacher, and also they have to learn how to monitor their own work, she also explains that the reason is because most of the time students refuse to do or complete their work, they need to understand that making or not a work is their decision, but any way they have to be responsible of the consequences. She enhanced the importance of dialogue among teachers and students, and recommend some useful techniques:

*Tactic for learning verbal information:*

-Attention focusing: making outlines, underlining,  
looking for heading and topic sentences.

-Schema building: story grammars, theory schemas,  
networking and mapping

-Idea Elaboration: self questioning, imagery.

*Tactics for learning procedural information:*

-Pattern learning: hypothesizing, identifying reasons for  
actions

-Self-instruction: comparing own performance to expert  
model

-Practice: part practice, whole practice.

*Context for teaching English (social, economical, political and  
cultural)*

Most sociolinguistics are concern with the relationship between teaching language and society most of them agree with the idea that learning is directly tied to culture. Yule (2004) explains that many factors will contribute in talking about languages and cultural differences. Different world views must be consider when a language is being studied.

Nowadays the norm of schools is the multicultural education, as a way to increase diversity and equity for all the students. According to Woolfolk (2007, p. 163) The multicultural education has five dimensions:

-Content integration: Using examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in the subject area or discipline.

- The knowledge Construction process: Helping students to understand how the implicit cultural assumptions within a discipline influence the ways that knowledge is constructed within it.
- Prejudice Reduction: Identifying the characteristics of students racial attitudes and determining how they can be modified by teaching.
- An Empowering School Culture and Social Structure: Examining group and labeling practices, sports participation, and the interaction of the staff and the students across ethnic and racial lines to create a school culture that empowers students from all groups.
- An equity Pedagogy: Matching teaching styles to students' learning styles in order to facilitate the academic achievement of students from diverse racial, cultural, and social class groups.

#### *Supplementary Material*

Here we can analyze some definitions, the importance of bringing them into the classroom and the role they play in the learning process. Pino (2010) says that “they are substantial additional work which is incorporated to the original material, and have the capacity to entertain or inform independently of the original material” Supplementary material make the learning process easier and fun. In addition Nunan (2000, p.208) says that: “while syllabus define the goals and objectives, the linguistics and experiential content, instructional materials, can put flesh on the bones of these specifications.”

There are different kind of supplementary material, some of them exist in schools others must be design responding to the group needs and schools resources. But the way of using them has to do with the creativity of the teacher.



Supplementary materials can support student learning and increase student success. Most authors classify supplementary material considering the variables in: visual, audio, audiovisual, realia, and on line.

*Visual The board.* It is unusual to find classrooms without a board of some kind, whether it is white, black or green. It is essential then, to organize the use of it in order to obtain the optimum effect.

*The computer:* The use of *the computer* in the English class provides a variety of activities to be developed. Harmer (2003) says that the main thing to make sure of when a teacher gets a computer for use in English language teaching is that it has all the functions required (CD, audio, separate or integral modem, etc) and that it is both fast enough and has a big enough memory for the performed tasks. He also states the main uses for the computer:

-As a word processor, Games CDs attached to courses with workbook-type exercises, film clips, interactive listening material, etc. -Reference tools; not only are there encyclopedias on CDs, but there are also dictionaries and especially language corpuses which produce material like that for protection. -Internet: either as a way for being in contact with others through e-mail, or for the many other talking shops available on the system or as a source of information on just about every subject under the sun.

*The overhead projector* is becoming popular and is really useful for showing overhead transparencies (OHTs) or as an alternative to the board.

*The Dictionary*, whether it is on the computer or in traditional book form, it is the most useful tool the student can use, in addition Woodward (2009) mention that

dictionaries of any kind can be helpful in many ways, for example: finding the meaning, checking the etymology and morphology of the word, find synonyms, etc.

Gower and Walters (2005), also mention some materials as part of the visual group, such as are real objects (sometimes called realia), and pictures or photographs.

*Worksheet and wordcards.* Sheets of paper photocopied from a master.

*In the audio group* teachers use widely *The Music tape* for many things, as Woodward (2009, p. 142) recommend “Relax students and teachers, play quietly in the background to help small, quiet classes to speak out in the target language, play quietly in the background during group work so that groups are not conscious of what other groups are saying, start musical thread on lessons”. It is important to mention the use of language laboratory, or audio active machines.

The way teacher and students use supplementary material in class had been the object of several author’s studies, more specifically related to technology, computers, and the internet.

Kelsen (2007), for example, was interested in the use of You Tube as an authentic material used in class. He chose a group of 69 students at a private university in northern Taiwan, and developed a research process. At the beginning, and at the end students answer questionnaires about previous experiences, they had with You Tube and experiences they have after the research process .Throughout the semester , material from the YouTube website was used to supplement textbook, video clips were shown during regular classes. Students also engaged in a number of activities completing worksheets, split viewing, watch and tell the story, etc. The results showed a positive attitude towards the use of Internet resources to study English in class but not all students were motivated to use it outside the class for learning purposes.

Zaid (2008) focus on online resources e-mail mainly as a support in the English class. The purpose of the study was to look for empirical testimony for the most important role of e-mailing in enhancing the basic reading and writing skills through using grammar checkers, spellcheckers, dictionaries, etc. available in the compose box, and developing intercultural communication in EFL learning in Saudi Arabia.

The experimental design qualitative/quantitative study of the effectiveness of Internet based learning and instruction utilizes a model grounded in the Web Quest theory and involves online reading and e-mailing for developing reading and writing skills in EFL students. Data were analyzed using t-tests, mean scores. Qualitative analyses were done using students' e-logs and the instructor's diary. E-logs are peer-review assessment sheets with items scaled from awesome to aweless on a five-point Lickert Scale to peer-evaluate learners' performance during the session and after.

Results showed that the hypothesis was confirmed, attesting to the evidence that all subjects in the control sample and the experimental sample, at the time the experiment was initiated, were all equal with regard to their competences in writing as investigated by the reading online/ writing test. These results support the idea that the results of pretesting equating all subjects, control and experimental, may be buttressed by one's 'off-the-cord' evaluation of the students, as possessing similar levels of reading / writing competency.

Chwo (2010) conducted a survey adopting the use of supplementary materials to enhance listening and speaking skills. They selected four different aged groups. Students majoring in childcare (CC), Environmental Engineering (EE), Nursing (NR) and Computer Technology (CT). The former two classes served as experimental groups (EG) while the latter served as control groups (CG). Scientific method was applied by data collection, through a pre test; they investigate

students' general learning strategy prior to the instruction. The same survey was carried out at the end of the semester to examine whether there was any change of learning strategy as a result of the supplementary materials implementation. Through analysis of the different tables and groups researchers found that three types of strategies were developed and maintained as preferred choice for EG group, where they found confidence in their learning process to promote learning outcomes. Generally speaking, CG did not reflect more strategy use compared to EG where purposed designed supplementary materials components were implemented in the teaching and an increase of strategy was identified. This also might indicate that certain types of strategy use are crucial factors contributing to successful learning in listening and Speaking class (i.e., there was a noticeable increase in "learning with others" in EE). To achieve effective learning outcomes on listening and speaking course, "learning with others" might be a useful alternative strategy when the mother tongue cannot be available in a foreign instructor's class. Instructors may consider resorting to a cooperative strategy to encourage EFL learners to apply "learning with others" strategy to enhance their listening and speaking proficiency.

Without incorporating assessing speaking skills into Listening and Speaking lesson, the EFL learners are deprived of opportunity to exercise their listening skills for authentic and genuine communication purpose.

Rosen (2011) was concerned about youth generation and he conducted a survey about how successful could be the use of technology in the learning process. A group of children aged 10-18 was observed how they used the Smartphone apps to search yahoo and find information for review movies and favorite sites.

The observation was also about the use of iPad. A seven year-old boy, Mikey, wanted to print a document from his iPad and his dad said he would have to wait until he got home because although the new printer had Bluetooth access, nobody had yet figured out how to make it work, but Mikey got to work and had his document printing in 10 minutes. In an hour all the laptops in the house had the new operating system.

Another experience was when a mother told us that she gave her 3 year-old daughter the iPhone play, but the girl surprised her when she asked whether she could download a game from the app store. When the mother said yes, and showed her link, she tapped the icon, watched the game load, and without hesitation began playing.

These studies encompassed an estimated 3,000 respondents, who were asked how many hours per day they engaged in the following activities: being online, using a computer but not online, sending and receiving e-mail, using instant messaging or chat, talking on the telephone texting, listening to music, playing video games, and watching television. Totals reflect hours of time spent in all activities, including some activities done simultaneously.

Xiangming L., Brand M. (2009). Researched about the influence of music in learning vocabulary, he conducted his survey with 105 university students of China. All classes were held in the classroom setting normally used to teach ESL classes. The pretest was administered followed by the start of instruction. The posttest was immediately administered following the instruction, with a delayed posttest administered three weeks after the experiment. During these three weeks, the time between the end of instruction and the administration of the delayed posttest, there were no ESL classes, and there was an agreement with the extra-curricular “English

Club” that no meetings would be held during this three-week time span, as well as during the duration of the experiment.

In each of the three classes, the same new vocabulary and phrases were taught in the form of oral practice emphasizing pronunciation and associative or contrast Contributions to Music Education meanings. The nature of instruction for the music and half-music instructional groups consisted of American as well as some British pop songs that were used for developing listening comprehension, reading comprehension, pronunciation/speaking practice, and the learning of grammar and stress patterns. The specific pop songs used in two of the three treatment groups were “classic” rock songs, including tunes by the Beatles, Led Zeppelin, Van Morrison, Cat Stevens, the Rolling Stones, Nick Drake, the Who, and Pink Floyd.

When the songs were introduced, ESL students first worked on listening skills, including listening (a) comprehension, (b) for summarizing or writing, (c) to isolated vocabulary, and (d) to word order. The researcher-designed instruments were developed for assessing the dependent variables: (a) selected vocabulary acquisition, language usage, and meaning; and (b) subjects’ motivation, enjoyment of, and confidence in their ESL instruction. Using multiple choice, sentence completion, and short answers, the first instrument, both pretest and posttest versions, used 30 test items in assessing the subjects’ knowledge and understanding of vocabulary, language usage, and meaning of the target vocabulary taught during the treatment.

The second instrument contained five questions, asking subjects to respond on a Likert-type scale to rate their feelings and attitudes about the class (e.g., “This English class makes me feel more/less confident in my English abilities.” “This English class was not/most enjoyable.” “This English class was boring/fun.”).

Results of this study showed that for these Chinese students, varying the degree of use of songs produces different English language achievement scores.

Specifically, the subjects who were exposed to the most music obtained higher posttest scores, also in terms of attitudes they showed more confidence toward the learning of English.

## RESULTS

### *Qualitative Tabulation*

**Chart One:** Type of supplementary material used in Public high school

Variable	Indicators	Yes	No
Visual	flash cards	✓	
	power point presentations	✓	
	Maps		X
	pictures		X
	charts (wall)	✓	
	handouts		X
	Posters	✓	
	word cards	✓	
	white/black board	✓	
	projector	✓	
Audio	Songs	✓	
	dialogues		X
	Stories	✓	
	Tales		X
Audiovisual	videos	✓	
	Movies		X
	documentaries		X
Realia	objects(toys, plants, fruits)		X
Online	websites		X

Author: Cristina Narváez R.

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



**Chart Two:** Type of supplementary material used in Private high school

Variable	Indicators	Yes	No
Visual	flash cards	✓	
	power point presentations	✓	
	maps		X
	pictures	✓	
	charts	✓	
	handouts	✓	
	posters		X
	word cards		X
	white/black board	✓	
	image projector	✓	
	graphic organizer	✓	
	laptop	✓	
	Audio	songs	
dialogues			X
stories			
tales			X
tape recorder		✓	
Audiovisual	videos		
	Movies		X
	documentaries		X
Realia	objects(toys, plants, fruits)	✓	
Online	Websites		X

Author: Cristina Narváez R.

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	
		P.	A.	P.	A.	P.	A.	P.	A.	P.	A.
Visual	flashcards									✓	✓
	power point presentations			✓	✓						
	maps										
	Pictures										
	Charts	✓	✓								
	Handouts										
	Posters	✓	✓								
	word cards					✓	✓	✓	✓		
white/black board					✓	✓	✓	✓	✓	✓	
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audi	Videos										
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

**Author:** Cristina Narváez R.

**Source:** 1st year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		P.	A.	P.	A.	P.	A.	P.	A.	P.	A.
Visual	flashcards									X	x
	power point presentations			✓	✓						
	maps										
	Pictures							✓	✓		
	charts	✓	x					✓	x		
	Handouts										
	Posters										
	word cards			✓	✓	✓	✓	✓	✓		
	white board	✓	✓			✓	✓	✓	✓	✓	✓
wall charts											
Audio	Songs			x	✓						
	Dialogues										
	Stories									✓	x
	Tales										
Audi	Videos										
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

**Author:** Cristina Narváez R.

**Source:** 2nd year

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

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

**Author:** Cristina Narváez R.

**Source:** 3rd year

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

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

**Author:** Cristina Narváez R.

**Source:** 1st year

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

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

**Author:** Cristina Narváez R.

**Source:** 2nd year

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

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

**Author:** Cristina Narváez R.

**Source:** 3rd year

*Quantitative Tabulation*

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

Variable	Indicators	Public	Private
		f	F
Visual	flash cards	1	0
	power point presentations	1	1
	maps	0	0
	pictures	0	0
	charts	1	1
	handouts	0	1
	posters	1	0
	word cards	2	0
	white/black board /diagrams	3	1
	laptop	0	0
	projector	0	1
Audio	songs	0	1
	dialogues	0	0
	stories	0	0
	tales	0	0
	cd player	0	1
Audiovisual	videos	0	0
	movies	0	0
	documentaries	0	0
Realia	objects(toys, plants, fruits)	0	0
Online	websites	0	0
<b>TOTAL</b>		<b>9</b>	<b>7</b>

**Author:** Cristina Narváez



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

Variable	Indicators	Public	Private
		f	F
Visual	flash cards	1	0
	Power point presentations	1	1
	Maps	0	0
	Pictures	1	0
	Charts	3	0
	Handouts	0	0
	Posters	0	1
	Word cards	3	0
	White/black board	4	0
	OHP	0	1
	Audio	Songs	1
Dialogues		0	0
Stories		1	0
Tales		0	0
Audiovisual	Videos	0	2
	Movies	0	0
	Documentaries	0	0
Realia	Objects(toys, plants, fruits)	0	0
Online	Websites	0	0
<b>TOTAL</b>		<b>15</b>	<b>5</b>

**Author:** Cristina Narváez R.

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

Variable	Indicators	Public	Private
		f	F
Visual	flash cards	1	1
	Power point presentations	0	0
	Maps	0	0
	Pictures	0	1
	Charts	2	0
	Handouts	0	1
	Posters	0	0
	Word cards	3	0
	White/black board	4	1
	Graphic organizer	0	1
	Audio	Songs	1
Dialogues		0	0
Stories		0	0
Tales		0	0
cd player		0	2
Audiovisual	Videos	1	1
	Movies	0	0
	Documentaries	0	0
Realia	Objects(toys, plants, fruits)	0	1
Online	Websites	0	0
TOTAL		12	9

**Author:** Cristina Narváez R.

**Chart twelve:** Frequency of use of supplementary material.

Years	Public (f)	Private (f)	Total	
			f	%
1 <sup>st</sup>	9	7	16	28.07
2nd	15	5	20	35.08
3rd	12	9	21	36.84
TOTAL	36	21	57	99.99

**Author:** Cristina Narváez R.

**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	1	1	1	3	8.38
	Power point presentations	1	1	0	2	5.55
	Maps	0	0	0	0	0
	Pictures	0	1	0	1	2.77
	Charts	1	3	2	6	16.66
	Handouts	0	0	0	0	0
	Posters	1	0	0	1	2.77
	Word cards	2	3	3	8	22.22
	White/black board	3	4	4	11	30.55
Audio	Songs	0	1	1	2	5.55
	Dialogues	0	0	0	0	0
	Stories	0	1	0	1	2.77
	Tales	0	0	0	0	0
Audiovisual	Videos	0	0	1	1	2.77
	Movies	0	0	0	0	0
	Documentaries	0	0	0	0	0
Realia	Objects(toys, plants, fruits)	0	0	0	0	0
Online	Websites	0	0	0	0	0
TOTAL		9	15	12	36	99.94

**Author:** Cristina Narváez R

**Chart fourteen:** 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	0	0	1	1	4.76
	Power point presentations	1	1	0	2	9.52
	Maps	0	0	0	0	0
	Pictures	0	0	1	1	4.76
	Charts	1	1	0	2	9.52
	Handouts	1	0	1	2	9.52
	Posters	0	0	0	0	0
	Word cards	0	0	0	0	0
	White/black board	1	0	2	3	14.28
	ohp	1	1	0	2	9.52
Audio	Songs	1	0	0	1	4.76
	Dialogues	0	0	0	0	0
	Stories	0	0	0	0	0
	Tales	0	0	0	0	0
	cd player	1	0	3	4	19.04
Audiovisual	Videos	0	2	0	2	9.52
	Movies	0	0	0	0	0
	Documentaries	0	0	0	0	0
Realia	Objects(toys, plants, fruits)	0	0	1	1	4.76
Online	Websites	0	0	0	0	0
TOTAL		7	5	9	21	99.96

**Author:** Cristina Narváez R.

### *Description, Analysis and Interpretation of Results*

The description, analysis and interpretation of results were developed using qualitative and a quantitative analysis. The qualitative analysis considers the pertinence, appropriateness, quality of each one of the used supporting materials. As well as the students learning styles. While the quantitative analysis considers two aspects. One consisting of the variety of the used material, and the other consisting of a comparative analysis among first, second and third years in public senior high school, versus first, second and third year in private senior high school.

#### *Qualitative Analysis*

##### *Public High School*

*1st year.*

##### *Charts*

In the first observed class the topic was *Simple Present Tense*, and the use of *Frequency Adverbs*. The objective was to develop oral expression and communication. Students talked about their own and others' routines, expressing their ideas in complete structured sentences. The teacher supported this activity using charts to elicit the verb tenses. In this sense, the material accomplished the theme and the objective of the class. Most of the students were able to follow the activity using the chart as a visual reference. The information provided in the chart was appropriate for their level and understanding because the students knew almost all the words.

The quality of the material was not good, the chart was hand made by the teacher, the writing was in cursive, and it was not so clear and legible for all the class. The verbs included in the list, were those which students were working on the

unit, so they have a similar one in the book. That is why even though sometimes they could not read the word, they easily found it in the book.

### *Poster*

In this class the topic was *The Simple Present Tense*. A poster was used to reinforce the theme, the objective was to talk about others routines. The teacher displayed a poster of famous athletes, artists, and singers. Regarding the appropriateness for the students level and understanding the material was correct. The poster was made for a group of students in advance. Considering the quality the pictures were taken out from magazines for teenagers, it was colorful and attractive for them. The use of this resource motivated students' participation. This time the material was in better conditions, it was new, colorful and all the students were able to looked at.

### *Power point presentations*

In the second observed class the theme was *The First Conditionals*, and the objectives were to identify the present tense and the future structures, and to talk about possibilities. This kind of material attracts student's attention, and reinforces the already known structures. The teacher selected interactive exercises in which the student's participation was checked immediately by the computer. The material accomplishes the lesson objectives, and the level of the exercises was increasing in difficulty. The use of this material was appropriate for the student's level and understanding because students were able to follow the activity and they felt motivated with the given scores. The use of technology attracted the students attention. But it was time consuming to have it working.

### *Word cards*

In the third observed class the topic of the lesson was *The Simple Present Tense versus The Simple Past Tense*. The aim of this lesson was to differentiate between these two tenses. The teacher displayed word cards on edges of the board, including not only verbs but also time expressions and auxiliaries. The teacher made the students participated reading all of them aloud. After this students were asked to identify which of them can be used in present tense and which ones in past tense. They participate in turns by placing each one of the cards in the correct column. When the information was complete, students were asked to write down the information in their notebooks, and also to put them into sentences. The objectives of the class were reached. A few students participated given oral examples and writing them on the white board, that the whole group must copied in their notebooks.

In class number four the topic of the class was *Present Tense versus Present Continuous* and the correct use of time expressions. The teacher use the same word cards adding the ones that belonged to the present continuous tense.

The word cards were appropriate for the students level and understanding. Even though the words included were already known by the students, the quality of the material was not good because the writing was hand made by the teacher and it was not so legible for all the class. Students in the back part of the class were having problems and trying to look in others notebooks.



### *White board*

The board was used as a temporary display area in which the word cards were stickled, and organized in order to support the theme and the objectives of the class. In this sense this material was pertinent to the topic and objective of the class. The use of the white board was appropriate for the students level and understanding, because they used it to write down examples that illustrated the given structures. The whole class had to copied those examples on their notebooks.

### *Flash cards*

In class number five the topic of the lesson was *Simple Past Tense, and The Past Continuous Tense*. The objectives were focused on oral and written production. The teacher started by presenting a flash card of a hurricane and one by one other flash cards with different activities of people doing different things at that moment. So, the students were pushed to use the complete structures. After the oral production, students were asked to open their books and complete a similar exercise. Each activity supported the objective of the class, and the material was appropriate for the student's level.

### *Learning Styles*

Through the observation of five classes in the first year senior high school , and the supplementary materials that teachers used in class, results indicate that visual elements were widely preferred. This group showed themselves to be visual learners, even though the five students interviewed stated that they also would like to use audio and audiovisual materials: mainly songs and movies. As Schreiner (2008) suggested in techniques for teaching adolescents, students learnt better when they connect the knowledge to emotions.

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

### *Wall charts*

During this first observed class the topic was *The Past Perfect Tense*, and the main goal was to differentiate between simple past and past perfect tenses. The teacher displayed the chart on one of the class wall. It contained the verb list with the different verb tenses. The use of this material accomplish the class objective.

The material was not appropriate for the students level, because they did not know the meaning of most of the verbs included in the chart, even though they were taken out from the book . The students were asked to write examples on the board and they use the wall chart as a reference, but without knowing the meaning of the verbs the built up sentences did not have sense. The chart was made by the teacher and the writing was not so clear for the whole group specially for those students in the back part of the class, it was difficult for them to follow the activity. These are the reasons to say that the quality of the material was not good.

### *White board.*

The use of the board was a complement of the first observed class, it supported the same topic and objective of the lesson. The students used it to write down examples. The teacher asked volunteers participation to write down on the board examples using the words stick on the wall as a visual reference. As it was mention before the students did not know the meaning of the verbs, and even they were able to construct sentences, the activity was not appropriate for their understanding, because the given examples were lack of sense. In consequence the activity was not meaningful for them at all.

The board as a material itself was clean and the students were able to use it as they want. They had the required elements as board markers and eraser.

During the last observed class the theme was *Things we like doing*. The topic was *The Simple Present Tense ( affirmative and negative ), like +ing*. The objective was to identify the simple present tense structure in a short story. The teacher started using the board to write sentences that contained the structure and trying to made the students realize this through the writing of their own examples too. The use of the board at the beginning of the class was pertinent to the objectives, because it was used to introduce the new knowledge through examples, and structures patterns.

The use of the board was also appropriate for the students level and understanding because they were able to write own examples and correct them with the whole group and the teacher's guidance.

#### *Power point presentations*

In the second observed class the teacher used this resource to introduce the structure of the *First Conditional*. The objective was to talk about things that may happen in the future. The presentation started given some examples, in which the students after reading them must predict what would happen in the future. The teacher explained them the structure she expected them used it. After this the students were asked to participate orally in turns completing some exercises included in the presentation. This material facilitate the achievement of the class goal, because the presentation provided the elements that students needed to work: examples, sentence structure, patterns and the exercises to apply the knowledge.

The students worked as a whole group making contributions to get the correct sentences. The presentation fulfilled students needs and interest, because they were able to complete the class activity. This visual material attracted the

students attention, but as it was mechanical equipment it took some time to get it working. The computer and the presented material were in good conditions.

#### *Word cards*

During the third observed class the objective was to review *The Past Tense of Regular and Irregular Verbs*. As it was a review the class started making a matching game on the board. The word cards containing some verbs were stucked on the board face down. Students were asked to come to the board and face up two cards in order to get both forms of the verbs. As they already know the verbs they could easily follow the activity. The use of this material was pertinent to the class objective because it included regular and irregular verbs in its base and past forms. The activity function also as a warm up , that engaged students interest.

The material was appropriate for the group because students showed interest in the activity as well as evidence that they know the verbs they were supposed to use. The quality of the material was good because the writing was computer made and the size was big enough to all the class to see.

#### *Pictures*

In the fourth observed class the topic of the lesson was *The Simple Present Tense* to talk about interests and hobbies, likes and dislikes in affirmative and negative statements. The class started dividing the whole in six groups of five students. Each group received a set of material containing: a picture, sheets of paper, and instructions. The instructions were: first to talk about the picture brainstorming ideas about it .Then the students had the opportunity to prove their understanding, writing as much as they could , affirmative or negative sentences according with the instructions for each group.

After this they had to display their productions on the class walls. With the whole class they analyzed and decided which sentence pattern they followed to write the sentences, and if they are correct or not. This material was pertinent to the lesson objective because students write about other people interests, hobbies, likes and dislikes, using the simple present tense in third person singular, and the auxiliaries used for the negative statements.

The use of pictures for this topic was also appropriate because the students evidence their knowledge through the writing sentences and also eliciting the correct pattern used to write affirmative and negative sentences.

The pictures were copied from the book, even though they were not so clear the students were able to work with them.

#### *Flash cards*

In this last observed class the topic was the *Simple Present Tense* in order to talk about somebody else's hobbies and interest, likes and dislikes considering the 3<sup>rd</sup> person singular in affirmative, negative, and interrogative statements. The class started showing to the whole group flash cards containing most of them activities but others just objects. Students were asked to express thoughts and ideas that comes for their minds in complete sentences. The instructions were not clear since the beginning and students express as they could without paying attention to the topic of the class. The material did not accomplish the class objective.

This material was not appropriate for the group level and understanding because even though they express about the flash cards most of the time in descriptive sentences, they did not follow the patterns for the simple present structures: affirmative negative and questions. They lost attention, and the class turned noised and disorganized.

### *Stories*

In this last class the theme was *Things we like doing*. The topic was *The Simple Present Tense ( affirmative and negative ), like +ing*. The objective was to identify the simple present tense structure in a short story. The students already knew the pertinent vocabulary for this lesson (hobbies and interests) The teacher started writing on the board two sentence containing this structure, through reading those sentences she made the students realize the use of “ing”. Then without given a longer explanation she continued reading a short story about a girl with and unusual hobby. The instructions were to listen carefully to the reading paying attention to the given structure The story contained real facts about a 16 years old girl. After concluding the reading the teacher asked some comprehension questions to the whole group

The story was pertinent for the topic of the class, because it contains facts about the girl, that were expressed in simple present tense to talk about likes and dislikes plus the use of ing forms.

The story was not pertinent for the students level and understanding because they could not understand it and besides the teacher reading all the time made the activity bored and students lost interest, so they could not get clear the complete information, in consequence they could not evidence their knowledge.

### *White Board*

The teacher used the white board to write down five questions about the reading. The students were asked to copy and answered them in their notebooks. In this sense, even though the class was not successful, the material itself accomplished the class objectives and the students understanding.

### *Learning styles*

From all the material used in this year only the stories belong to the audio group. Most of the material used in the classes accomplished visual preferences. Through the interviews students showed their preferences toward visual, audio, or audio visual materials. Only one student out of five interviewed students, showed preference for the use of realia in the English class. This means that even though most of the students were visual learners there was a small percentage of kinesthetic learners whose learning style was not being considered.

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

#### *Videos*

In the first observed class the topic of the lesson was the use of *First Conditional*, in order to express future possibilities. The teacher explained the students that they were going to see an old video Bonanza. The teacher asked the students to make some predictions about the theme of the video, after that she explained that they had to imagine what would they do in the place of the characters. The students are supposed to use the grammar structure for that purpose. As it was an old video, it was not in good condition and the students were not interested at all.

The video did not accomplish the objective of the lesson. It was not pertinent because the dialogs were not in the given structure.

The selected material was not appropriate for the students level nor their understanding, because they could not follow the dialogs, in consequence they did not understand the video and could not developed the proposed activities. The teacher tried to explained the structure, but the time was not enough.

The quality of the video was really bad, most of the scenes were not complete, and the audio was not clear at all.

### *Songs*

In the second observed class the topic of the lesson was *The Present Perfect Tense* to talk about actions that started in the past and continue in the present. The students started singing a song that was not related to the topic but the students enjoyed it. Even though it was not pertinent for the class topic it was appropriate for the students level and understanding. The teacher used the song functioned as a warm up activity that engaged students attention to focus their attention. With all this motivation the teacher started the class.

### *Word cards*

In the second observed class after the motivation activity (song), the teacher used word cards with the base verb forms as a prior knowledge activity. She explained that to build up a present perfect structure they are going to use the past participle form. She presented the set of cards corresponding to the past participle form, and displayed them on the board. Students were asked to repeat both forms after the teacher. The material was pertinent to the class objective because they introduced the past participle verbs form which is important to follow a pattern with a present perfect structure. The activity was also appropriate for the students level because they understand, what the teacher wanted them to know, and they evidence their knowledge writing some examples on the board.

In this third class the sequence of perfect tenses continued with *The Past Perfect Tense* The objectives were to review verb forms and to use them in new structured sentences. The teacher displayed sets of word cards: base form, past simple and past participle. The cards included regular and irregular forms. The



students were asked to repeat the verbs pronunciation after the teacher. Then the teacher took out the past participle row, and gave them randomly to the students who were asked to go in front of the class and place them again in the corresponding place.

This visual material was pertinent for the class objectives because using the cards the teacher made a review and also introduced the new structure. The used material was also appropriate for the students level because they understood the new structure and they were able to give own examples.

In the fourth observed class word cards were used to support the teacher's explanation about *Future arrangements and the use of going to and will*. The objective was to talk about own future plans. Using this visual aid the teacher displayed the unit vocabulary for the students as a helpful technique. The material accomplish the class objective because all the words and forms the students need were included in the cards.

The word cards containing the vocabulary were appropriate for the students level because they used them as a visual reference to talk about their own future arrangements.

The quality of the material was good the cards were written in legible print letter and were big enough to all the group to see.

#### *White board*

In the second observed class the teacher used the board dividing it in halves one is used a displayed area with the word cards and the other half to model the sentence structure and also to write students examples. In this sense the use of the board was pertinent for class objective. The material was appropriate for the students

level because they were able to construct own examples following the patterns given by the teacher.

During the third observed class the topic of the lesson was *The Past Perfect Tense*. The objectives were to review verb forms and to use them in new structured sentences. The teacher organized the use of the board as an area to display the cards containing the verb forms the students need to built up the sentence structure.

The use of the board was pertinent to the class objectives because they were used to reinforce prior knowledge and also to introduce new structures. The material was appropriate for the students level and understanding because they first were asked to pronounce correctly the past tense forms , and then used them in complete structures.

In the last observed class the topic was *The Passive Voice*. The objective was to use the passive voice structure to talk about facts and events done by somebody else. This time the teacher used the board to write the verb to be forms as a recalling information that students should know in order to go ahead with the new knowledge.

The use of the board accomplish the class objective because the teacher used it to write the prior knowledge and also to introduce the new one.

It was also appropriate for the students level and understanding because students realize the new structures, and they were able to produce their own examples.

### *Charts*

In the fourth observed class the topic was *Future Arrangements and The Use of Going to and Will in Affirmative and Negative Statements*. The objective was to talk about future plans. This time the teacher displayed a chart divided in two parts. One of them is going to be filled up with students ideas of what to do next year and the other half with things that they will not do during the next year. The students came up with ideas which the teacher corrected and listed them on the chart. The material was pertinent for the class objective because it provides the necessary structures and examples in affirmative and negative statements.

The material was appropriate for the students level because they were able to follow up the activity talking about own plans for the future, and their ideas contributed to complete the chart.

The quality of the material was good because it was completed with students contributions.

### *Flash cards*

In the last observed class the topic was *The Passive Voice* in order to talk about facts and events done by somebody else. The teacher started the class displaying a set of flash cards including people and activities. The set of flash cards were confused and besides the teacher did not give clear instructions of what were they supposed to do and to talk about. When the teacher asked students participation they started expressing in uncompleted sentences most of the time without sense. It seemed that the students did not work with the prior knowledge they need to work at this level.

The material was not pertinent for the class objectives, because they were not related with facts they were simple objects, and activities.

The material was not appropriate for the students understanding because, they could not link the flash cards with things they already know. They did not get exactly what the teacher wanted.

Even though the quality of the material was good, the criterion used to selected them was not the correct one

### *Charts*

In the last observed class the topic was *The Passive Voice* in order to talk about facts and events done by somebody else. The teacher used a chart to displayed the structure of the passive voice. Verb “to be” was already written, and students were asked to come and write the past participle form of the verbs they already knew. The use of the chart was pertinent because it was used to display the complete structures the students need to know, and also clarified the students knowledge.

This activity was much better for their level and understanding, because they visualized clearly the structure, and they started to build up own and complete examples.

### *Learning styles*

In this group the visual learning is the mainly used style, but the teacher also considered the auditory learning through the use of songs and videos. Students also showed preference toward the use of audio and audio visual materials, and again only one out of five students interviewed stated the preference for realia which means that one in five students would have a kinesthetic learning style which was not been considered.

*Qualitative Analysis*

*Private High School*

*1st year.*

*Power point presentations*

In the first observed class the topic of the lesson was *The Future as Present Simple Tense*. The objective was to identify this structure in a given context. The teacher used a power point presentation with a paragraph in which students were asked first to read and then to identify the given structure. After this they had to complete some exercises orally using the correct form of the verb. The material accomplished the class objective, because students identified and show evidence through the completing exercises activity.

This kind of material was so attractive and appropriate for the students level, because they can understand the structure through visualizing it in context, and then in the completing exercises activity.

*Over head projector*

In the second observed class the content was the use of *Present Progressive in Future Structures*. The objective was to talk about intentions and arranged plans for the future.

The teacher had prepared transparencies containing the grammatical information, examples and practice exercises, in which students solved and discussed with the whole group, because they also had to correct some mistakes.

The material was pertinent to the class objective because the theory as well as the exercises were related to the topic, and improve students speech when they discuss about the different responses and alternatives to complete the exercises

The material was also appropriate for the students level because even though the class turned noisy, they were able to follow the activity and support their answers. The use of this material created curiosity in the students, but to have the equipment working as well as fixing the distance and the screen, was time consuming.

#### *Charts*

In the third observed class the students were still working on *Present Progressive in Future Structures*. This time the specific topic was: “*be going to versus will*” and the objective was to differentiate the meaning they have. This time the teacher started with a warm up activity and then she prepared a paper chart containing both structures. The students filled up it and came up with oral and written examples, they discussed and decided which ones were correct and included them in the chart. Then, they were asked to reproduce the chart in their notebooks and write own examples, individually. The use of this material was pertinent to class objective because it helped the students realize some differences among going to and will .

The material was also appropriate for the students understanding because the provided information was clear, and they can follow the activity first in group, and then working individually in their notebooks. They evidence their knowledge through the writing of own examples.

#### *White board /Diagrams*

In the fourth observed class the topic was *The Future* to talk about possibilities. This time the aim was to write a paragraph using the given structures.

The teacher proposed to work with Ben diagrams to elicit verbs, expressions and vocabulary that will be useful in constructing the paragraph.

The use of this kind of diagrams did not accomplish the class objectives, because students gave ideas which did not fit in it, and it turned confuse.

The material was not appropriate for the students understanding because the provided information did not help to developed the writing activity.

#### *Tape recorder*

During the last observed class the students continued working with *The Future Tense*. This time *The Perfect Tenses* were introduced. The objectives were: to listen, and to talk about plans that someone would had in the past. As the aim was listen the students had to identified the perfect structures in real conversations. The teacher used a tape recorder to listen to different dialogs. After listened the first time the teacher gave them handouts containing the tape script of the dialogs for this activity students had to listen again but this time they had to fill in the blanks. The material was pertinent for the topic of the lesson because they worked on listening skills and the dialogs included the perfect tenses structures.

The material was not appropriate for the students level because they could not understand most of the dialogs, in consequence they could not developed the activity in a good way. Probably they need more time to got it.

Even though the quality of the material was good, it was the different accents and pronunciation that difficulty students understanding.

#### *Handouts*

This material was used during the last observed class, and it was a complement to the listening activity. The use of handouts was pertinent because they were taken out from the book, and followed the same topic and objective.

The material was not appropriate for the students level, because it was difficult for them to complete the exercise, probably they need more time and training.

The quality of the material was good the material was reproduce from the teacher's resource book.

### *Learning styles*

In this year two learning styles were mainly considered. The visual and the audiovisual and surprisingly no students stated the preference in using realia in class. Richards and Rodgers (2007, p 116) said that, "individuals are free to be intelligent in their own ways". But educators are responsible to attract learners interest, and turned it in to a significant knowledge taking in account more than one learning style. An during the observations in this year students evidence that they need more listening training, in order to developed a better comprehension of the language.

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

#### *Videos*

In the first class observed the topic of the lesson was *Phrasal verbs*. The objective was to understand idiomatic expressions in real life language.

The video used was Dodgeball, it was pertinent for the topic of the lesson , because it contained real life scenes and daily language.

It was also appropriate for the group level, because it was a funny comedy which students understood quite good and enjoyed the class.

#### *Power point presentations*

In the second class the topic was the use of *Passive Voice* construction, in order to explain the process to build up a product.



### *Handouts*

In the third observed class students worked with *Modals and Expressions* to talk about preferences. These are topics they needed to know for their First certificate exam. The teacher used photocopied material, containing bar graphs of leisure time and activities for young people. Then in groups the students were asked to read and answered a questionnaire. The used material was pertinent for the topic because students practiced similar exercises to those they will find in the first certificate exam.

The use of this material was appropriate for the students level and understanding because they are reinforcing their knowledge with the teacher's guide in order to be successful in the exam.

### *Websites*

In order to complete the activity mentioned above and related to *Modals and Expressions*. Students were asked to do a research on the internet as a homework about universities and careers offered for young people in Quito.

For the next class they will discuss their findings with partners, explained and supported own decisions of which careers they will choose, why and also analyze other options.

The use of this resource was pertinent for the class objective because students were working on real things.

It was also appropriate for the students level because they were applying their knowledge in real and meaningful purpose for them.

### *Learning styles.*

This group was perceived as audiovisual. The use of the mentioned material achieved perfectly to its needs. It is important to mention that educators should take

risks trying to use new materials to improve language learning. As this group of students were being prepared for their first certificate exams. They were working in the different language skills. They were applying their knowledge in real and meaningful situations.

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

### *Pictures*

In this first observed class the topic was Celebrations around the world and the objective was the development of *Oral Skills*. Students were pushed to use all the language they know, in order to express opinions and supported them. Students worked in groups. Each group received a set of pictures which were related with celebrations. Learners were encouraged to talk about the way people make celebrations all over the world. The teacher just walked around, observing and supporting students needs.

The material was pertinent for the class objective because the pictures were from real celebrations all over the world.

The material was also appropriate for the students level, because they visualized through photographs about celebrations in other countries. They were free to use all the language they need to express their ideas and opinions

Considering the quality of the material it was quite good. The pictures were part of the components of the textbook.

### *CD player*

The use of the CD player complemented the previous activity using in the first class . This time the objective was listened and write for specific purposes. Students listened narrations related to the different celebrations.. They were asked to take notes in order to match what they heard, with the pictures. They had to name the celebration, the country and the expressions.

The material was relevant for the class objective, because through listening the audio students were allowed to connect it with the pictures.

The use of the CD player and the audio script were appropriate for the students level and understanding, because they were able to practice all the skills they have in the foreign language.

The quality of the material was quite good. Pictures and audio script were part of the components of the textbook.

In the fourth observed class the teacher also used the CD player the topic of this lesson was *Sport Time and Leisure Activities*. The objectives were to relate given vocabulary and definitions, and developed listening skills. Students were asked to guess the meaning of unknown sport words listened from an audio script. Then they, working in pairs had to built up complete definitions. After listened three times they would work with the dictionary.

The material was pertinent for the objective because the students were working with listening skills and vocabulary, they heard from the audio script.

The material was also appropriate for the students level because they were developing their listening skills as well as working with the dictionary new vocabulary and definitions.

The quality of the audio script as well as the CD player were in good conditions.

During the last observed class the theme was *Science and Technology* the objective was to support listening and speaking skills. The class started with the teacher's explanation of what are they going to listen and the instructions of what were they going to develop during the class. The first task was to listen and to take detail notes about real facts and information given by different speakers in audio script. In the second task students were asked to fill up blank spaces listening again to the script.

The use of Cd player for listening tasks and real audio scripts were pertinent for this class topic and objective because students listened different voices and pronunciations talking about real facts.

The use of the material was also appropriate for the students level, because while listening they were taking notes and completing exercises. They were applying all the skills they know in order to complete the activity.

### *Realia*

In the second observed class the topic of this lesson was *The Passive Voice* and the objectives were to recognize verb tenses, and to change statements from active to passive voice. This class started on the playground. A ball was used randomly threw out from student to student. They were encouraged to use structures in passive and then changed them to active. All the group participated and enjoyed the activity.

The use of realia out of the class was pertinent for the class topic and objectives because verbs were being used and applied in short sentences through the game.

The use of a ball to practice the given structures was appropriate for the students level because all the students were encouraged to participate given examples containing the structures.

#### *Flash cards*

In the second observed class after the previous activity students continue with the topic *The Passive Voice* and the objectives were to identify the inventions and inventors and to talk about them using the active and the passive voice structures.

After the previous activity the teacher used a set of flash cards containing pictures of some inventions, and also a similar set containing pictures of people that invented the objects. The teacher showed the students the flash cards one by one encouraged the group to come up with some ideas that described the objects in the pictures, and also if they know the names of the people who invented them.

The material was pertinent for the class topic and objectives because the flash cards showed real pictures of objects and also inventors.

The material was appropriate for the students, because they were encouraged to talk about inventors and inventions using both structures active and passive. The students were able to express using both structures.

The quality of the material was excellent and it was part of the book components.

### *Graphic organizers*

In the third observed class the topic of the lesson was a *Review of different grammar structures to be applied in their first certificate exam*. The objective was to organize and applied the language grammar.

At the beginning the teacher used a graphic organizer to summarized the information. The students were asked to completed them and provide own examples. After that the teacher just write the grammar content and they built up the graphic organizer. As they work in groups, there were different topics for each. The teacher walked around the class helping students and checking the time.

This material was pertinent for the class topic because it organize visually the grammar components the students already know.

The material was also appropriate for the students level because they were organizing, classifying and structuring the contents they know.

### *Handouts*

During the fourth observed class the topic was *Sport Words and Definitions*, the objectives were to classify words and definitions to build up vocabulary trees. After the listening activity students worked in groups. Hand outs were given to developed the activity of classifying words and definitions.

The use of this material was pertinent for the class topic and objectives because the photocopied material contained the words and part of the information which students had to complete.

The material was also appropriate for the group level, because they were able to complete the activity adding the information they listened in the audio script and also the one they found in the dictionaries.

### *White board*

This essential material was used during the third class in which the topic was *a Review of different grammar structures* and the objective were to organize and summarize the structures they learnt.

The used of this material completed the activity above. Students checked the notes and completed the information on the white board. The use of this material fit the class objective, as well as the students level.

### *Learning styles*

According to Nunan (2002, p.170) learning styles result from different factors, such as personality psychological and cognitive make up, socio-cultural background, education, etc, some may be alterable while others not, so there is more than one learning style for each person, and it is teachers' responsibility to take advantage of them.

In this group more than one learning style were considered, the classes included not only visuals, but also realia, and audio. Besides the students preparation for the written exam they were encouraged to work on speaking skills.

### *Quantitative Analysis*

The teaching of English as a foreign language in Quito in public and private high schools has different components. One of this is the use of supplementary materials and the other one is the use of textbooks. Teachers are always willing to capture students interest and with this idea in mind they are always looking for extra material, in order to complement the use of textbooks. In this way they contribute to the effective learning process. This analysis also takes in

consideration the variety of the use of different material, as well as the students attitude toward them.

During this research two situations were observed. In public schools teachers are responsible in generating their own material. The main goal is learning some basis of the foreign language; while in private schools, sophisticated books were accompanying with all their components: videos, recording material, test and lot of fun activities, and the main goal is to prepare students toward international exams that certifies their level of English.

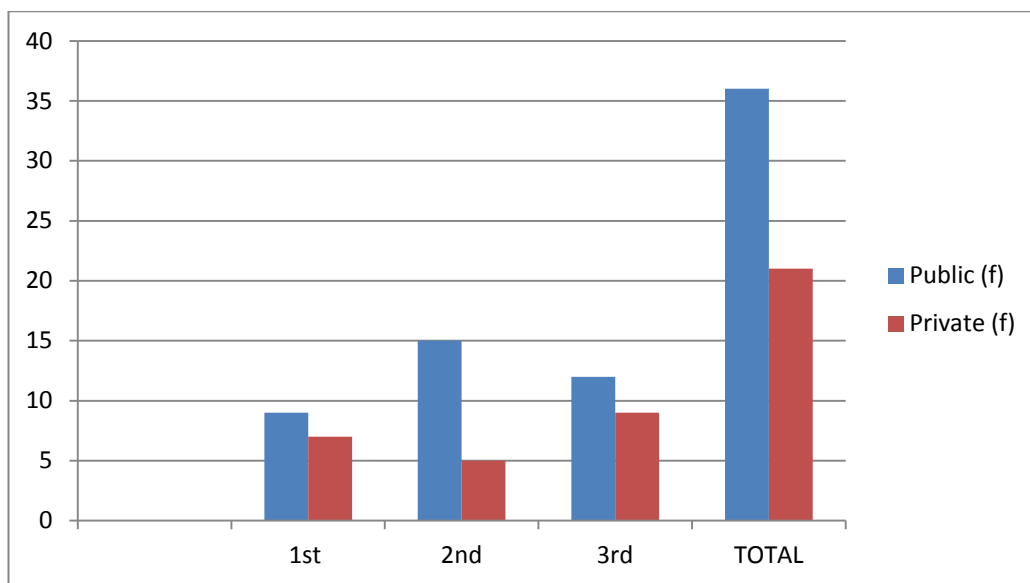
The following paragraphs have the intention to analyze general results obtained after the observation conducted in two high schools in Quito. One in public, and the other in private. First, second and third years, were selected as a sample group.

As we can see on table twelve the frequency of use supplementary material Graphic 1 shows the results 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year in public and private schools. The use of supplementary material is higher in public than in private schools. Even though public schools are more economical limited, teachers and students generate their own materials in order to support the learning instruction. Even though the rate of frequency used material is higher in public this situation is not a synonym of efficacy. While in private schools less economical limited the textbook is the essential component used by teachers and students. The rate of frequency of the used material is lower but the level of language is higher.



Graphic 1.

FREQUENCY OF USE SUPPLEMENTARY MATERIAL  
IN FIRST, SECOND AND THIRDEAR IN PUBLIC AND  
PRIVATE HIGH SCHOOLS



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

Author: Cristina Narváez R.

Talking about the variety of supplementary material used in first, second, and third year of private and public schools, indicators show that visuals are the most used aid, followed by audiovisual and audio, the less used resources are real objects. The following tables will evidence these results. Visuals have a variety of forms, but the most widely used is the white board, because it is an essential element of the classrooms, and it is easy to use. Teachers used it for many things and purposes: writing, drawing mapping, as display area, screen, etc. Not observed class started without using the board.

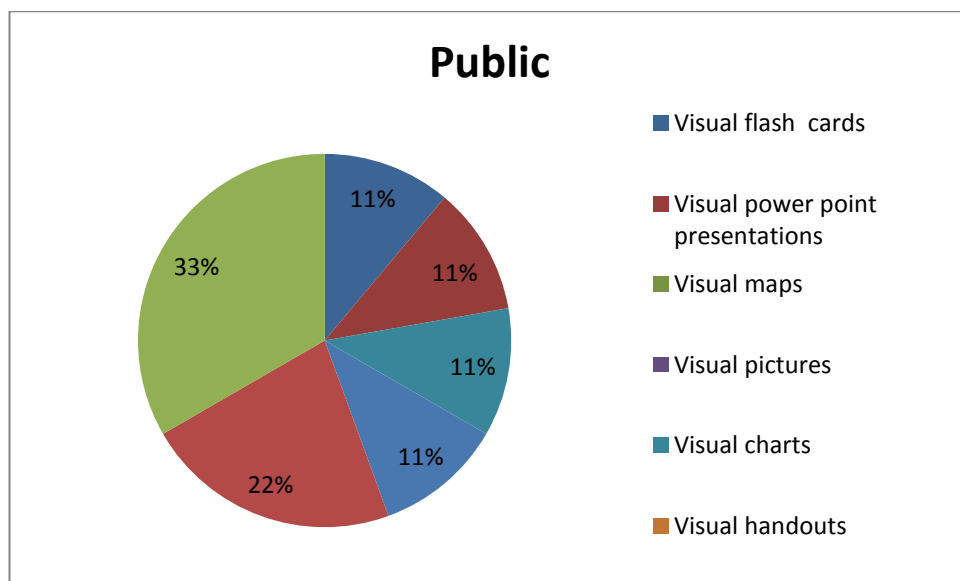
In first year public schools, as we can see on graphic 2. Teachers used more flash cards and word cards, while in private schools the power point presentations

were common. The use of technology inside the class is part of a modern work environment. It frees the teacher to developed own material, in order to fulfill the group needs and expectations, as well as create a great visual impact in students that increase interest and motivation.

In first year the use of supporting material is higher in public than in private school, and the visual is the most used group. Higher results in this chart does not mean effectiveness.

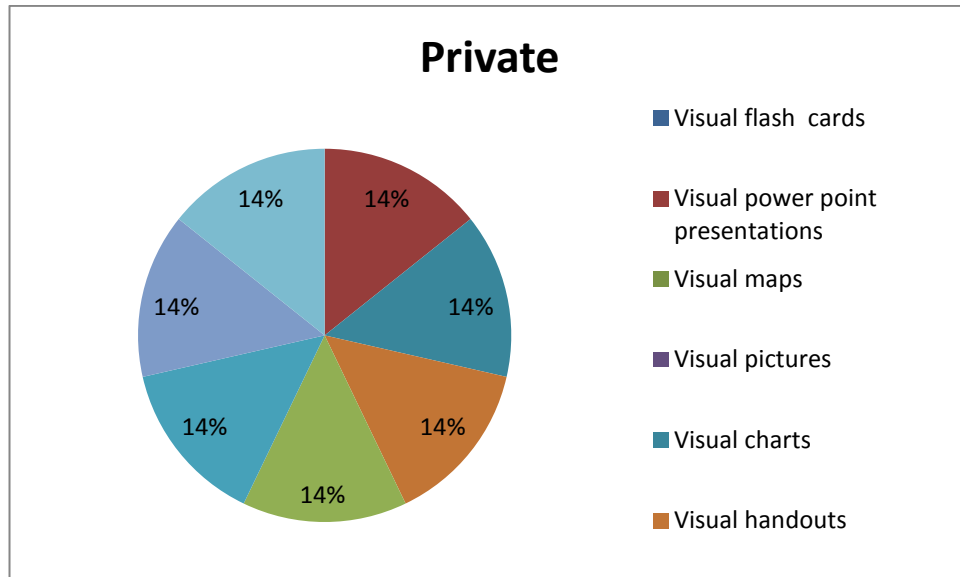
*Graphic 2*

*FREQUENCY OF USE SUPPLEMENTARY MATERIAL IN FIRST YEAR IN PUBLIC AND PRIVATE SCHOOLS*



**Source:** 1<sup>st</sup> year Public School

**Author:** Cristina Narváez R.



**Source:** 1<sup>st</sup> year Private School

**Author:** Cristina Narváez R.

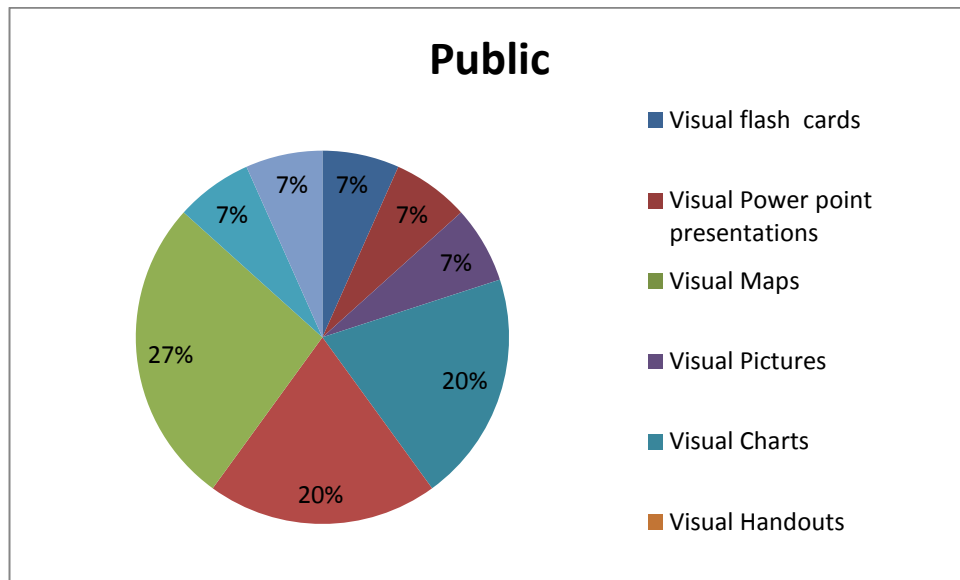
With frequency results of 12 in public and 6 in private, it is evident than in second year public schools used more supporting material than private schools.

*Graphic 3* shows that visuals are mainly used in public, with word cards and white board. While visual and audio visuals with power point presentations and videos were mainly used in private. These results were shown in the graphic bellow.

Talking about the impact that the material had in students the materials used in private is higher than the materials used in public schools. In addition is important to mention that the quality of the materials were better in private schools than in public schools. In public schools students and teacher had to design and made own materials, while in private they were part of the components of the text books.

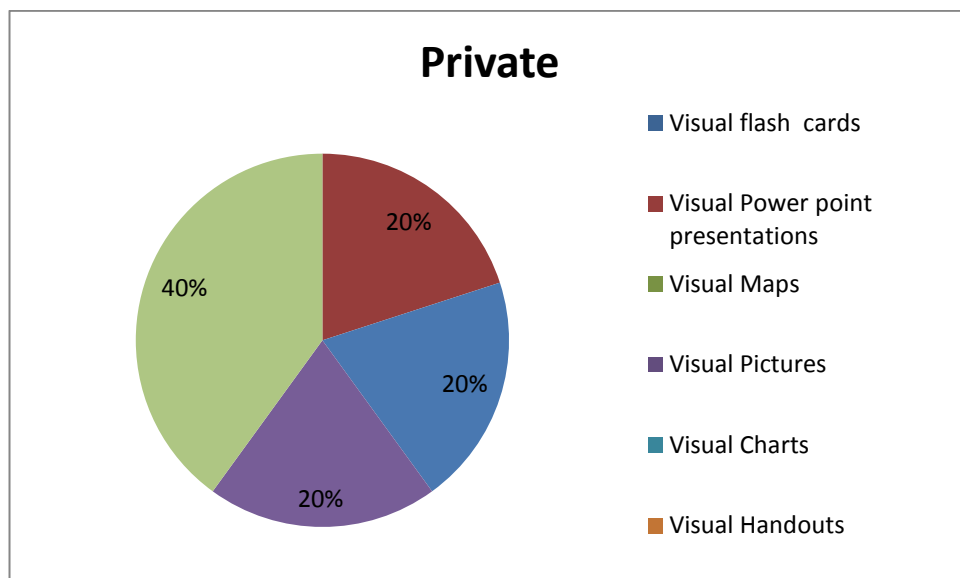
Graphic 3.

FREQUENCY OF USE SUPPLEMENTARY MATERIAL IN SECOND YEAR IN PUBLIC AND PRIVATE HIGH SCHOOLS



Source: 2 nd year Public School

Author: Cristina Narváez R.



Source: 2 nd year Private School

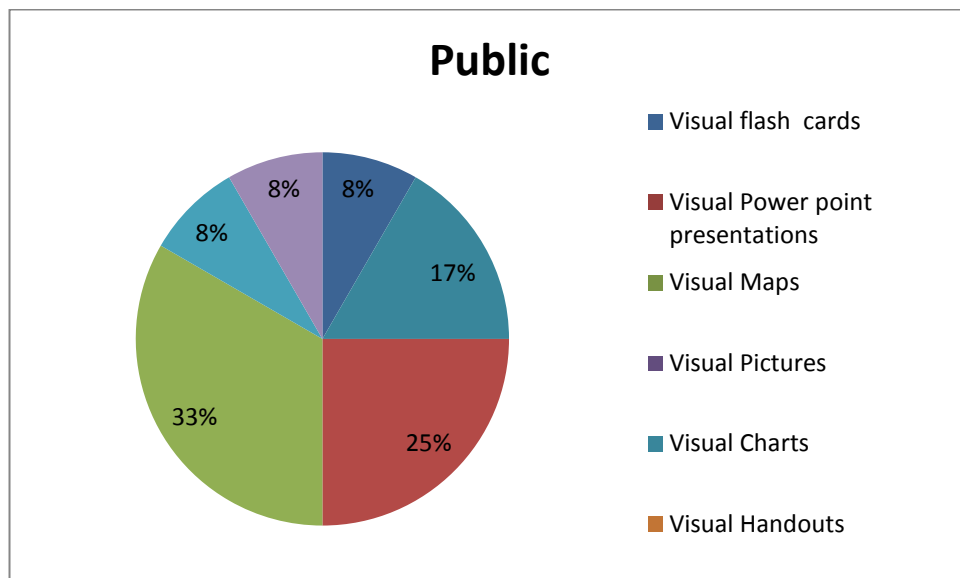
Author: Cristina Narváez R.

Analyzing the situation in third year and table chart eleven teachers in public schools used mainly the white board for all the purposes mentioned above, while in private schools after the textbook, the Cd player is highly used, and one of the reasons is because students were working on specific skills oriented to be successful in the first certificate exams.

Graphic 4 shows that third year private school is the only group in which more than one learning styles were considered. The use of realia and audio material at least in one class, evidence that printed material that accompanied the textbooks are designed taking in account the different learning styles.

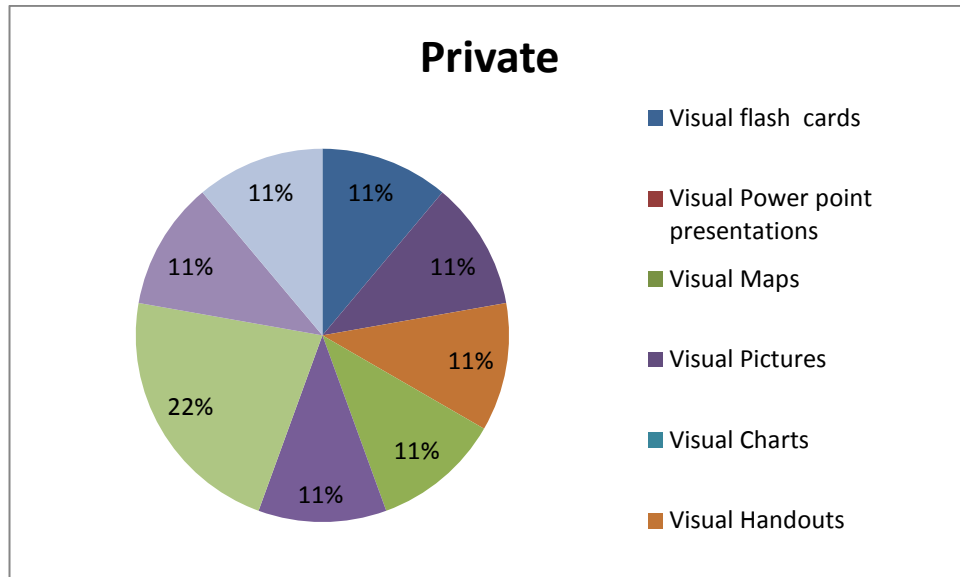
Graphic 4.

FREQUENCY OF USE SUPPLEMENTARY MATERIAL IN THIRD YEAR IN PUBLIC AND PRIVATE HIGH SCHOOLS



Source: 3<sup>rd</sup> year Public School

Author: Cristina Narváez R.



**Source:** 3<sup>rd</sup> year Private School

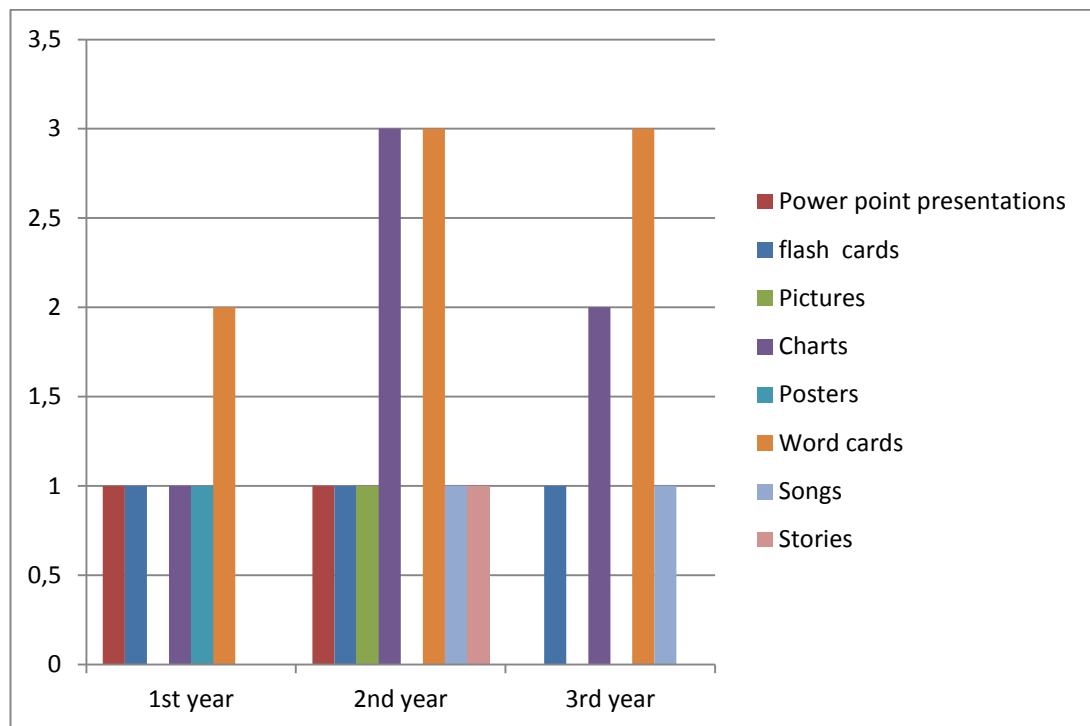
**Author:** Cristina Narváez R.

Analyzing results of table chart thirteen concerning with percentages in the variety of used material in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>, years of public high schools, it is important to mention that even though the English as a subject is consider in the National curriculum the number of hours considered in the schedule were not enough to develop all the necessary skills . Students did not have the opportunities to apply in real contexts what they learnt.

As we can see on *graphic 5* the mainly used materials are in the group of visuals. Students must memorize list of verbs and vocabulary, that were displayed during the class, then they applied them in exercises.

Graphic 5.

*FREQUENCY OF USED MATERIAL IN FIRST, SECOND, AND THIRD YEAR IN PUBLIC HIGH SCHOOL*



**Source:** 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year Public School

**Author:** Cristina Narváez R.

Second and third year in public high schools were the groups that used supporting materials the most. Talking about frequency in the visual group charts and word cards were mainly used, and of course the white board is the essential component of all the classes.

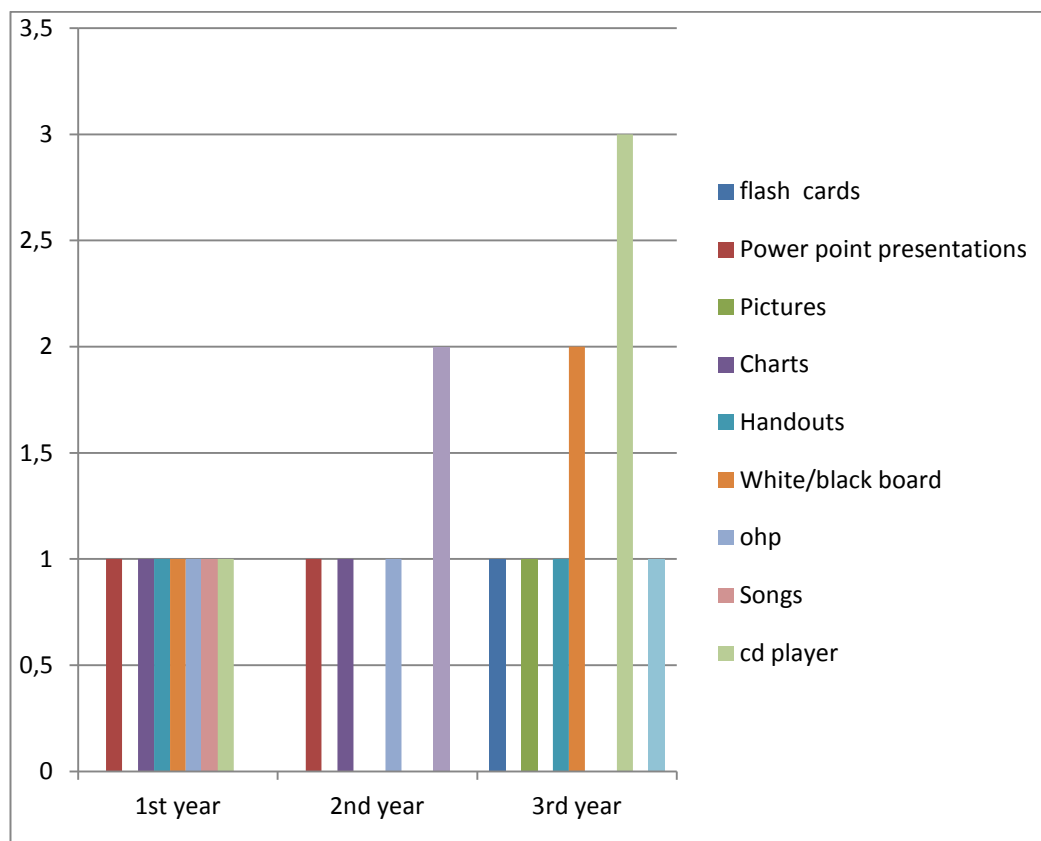
The use of supplementary material in private schools in EFL classes were less frequently than in public schools, one of the reasons is because, as nowadays bilingualism is the norm, in private schools sophisticated textbooks are used providing a variety of resources, with specific purposes, and a lot of fun activities.

More hours of English are performed in the schedules, and they worked not only grammar but also other subjects, as social studies, critical thinking, etc, which give the students a wider view of the language use.

As it showed in graphic 6 third year was the most widely group that worked with supporting material, it was because they were being prepared for the first certificate exam. Visuals were the most frequently used material, and in this group the use of pictures were relevant. It is also important to mention that third year is the unique group that used realia.

*Graphic 6.*

*FREQUENCY OF USE MATERIAL IN FIRST, SECOND AND THIRD IN PRIVATE HIGH SCHOOL*



**Source:** 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year Private School  
**Author:** Cristina Narváez R.



## CONCLUSIONS

After having carried out this research it is important to mention the following conclusions:

- Results showed that the frequency of using supplementary material is higher in public schools than in private schools. Even though public schools are more economical limited, teachers and students create their own materials in order to support the learning process, while in private schools less economical limited the textbook is the essential component used by teachers and students.
- Findings showed that even though the frequency of using supplementary material is higher in public schools than in private ones, the materials used in private schools are more pertinent and appropriate than the ones used in public schools.
- However there was a wide range of supporting material to be used, in both type of schools the most used materials were visuals with its variety.
- In both schools visuals are the most preferable used material. In public schools charts are widely used followed by white board. While in private schools power point presentations are in higher position followed by the white board.
- The findings in this research show conclusively that even though textbooks are the principal component used to teach English, teachers need extra material to support the students learning process.

- In private schools the textbooks were accompanied by elements like flashcards, handouts, audio material, etc, while in public schools teachers and students must created their own material.
- Published supporting material used in private schools were more sophisticated and more effective, because they were specifically design for specific purposes and learners needs, while generated material used in public schools were relatively inexpensive but in quality they were defective.
- In both schools not all the learning styles were considered when choosing the supporting material. Results showed that most teachers in both type of schools considered mainly the visual learners group followed by audio visual group. The less considered group was the kinesthetic.
- These results were obtained through the observation of grammar classes which in public schools is the only subject, while in private schools there were other subjects that were not being consider in this research, and in which the English as a language was being used for the students.

## RECOMENDATIONS

- At the end of this research project, it is important to suggest that teachers must vary the use of supporting material taking in consideration the students needs and different learning styles, as well as the group age, level and interests.
- Teachers must be trained in the use of supporting material, in order to take advantage of them, and avoids waste of time and resources.
- Teachers must use their creativity to take advantage of every single resource and turn them into helpful classroom aids.
- Students should be involved in creating material for the class, in this way it will be more meaningful for them.
- Educators should include the use of supplementary material when planning a lesson. The use of supplementary material must follow specific goals according to the topic of the lesson.
- It is important to consider the quality of the material it must be not only attractive ,but also clear enough for the students to understand what are they being taught
- To wrap up , it is recommended to use of supplementary material for teaching EFL classes because it is a powerful tool that helps breaking down routines, and building up learners motivation.

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## ANEXES

### Anex 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	
<b>Audiovisual</b>	videos	
	movies	
	documentaries	
<b>Realia</b>	objects (toys, plants, fruits)	
<b>Online</b>	websites	

## Anex 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?

---

---

---

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

---

---

---

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

---

---

---

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

---

---

---

Were students motivated with the presented material? yes \_\_\_ no \_\_\_ Why and How?  
(For example, activates participation, awakes students' inters and curiosity)

---

---

---

How do you consider the quality of the used material?

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## Anex 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 clases 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 cuales 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> <ul style="list-style-type: none"> <li>• objetos: ( ) (juguetes, plantas, frutas, etc.)</li> </ul> <b>ONLINE</b> <ul style="list-style-type: none"> <li>• websites ( )</li> </ul>	
¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase?					
_____					
¿Con qué frecuencia te gustaría que se utilice material suplementario?					
( ) siempre ( ) de vez en cuando					

## Anex D

### TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

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

CLASS N° \_\_\_\_

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

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

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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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## Anex E

### Qualitative Tabulation

**Chart One:** Type of supplementary material used in Public high school

Variable	Indicators	Yes	No
Visual	flash cards		
	power point presentations		
	Maps		
	pictures		
	charts (wall)		
	handouts		
	Posters		
	word cards		
	white/black board		
	projector		
Audio	Songs		
	dialogues		
	Stories		
	Tales		
Audiovisual	videos		
	Movies		
	documentaries		
Realia	objects(toys, plants, fruits)		
Online	websites		

Author: Cristina Narváez R.

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

## Anex F

**Chart Two:** Type of supplementary material used in Private high school

Variable	Indicators	Yes	No
Visual	flash cards		
	power point presentations		
	maps		
	pictures		
	charts		
	handouts		
	posters		
	word cards		
	white/black board		
	image projector		
	graphic organizer		
	laptop		
Audio	songs		
	dialogues		
	stories		
	tales		
	tape recorder		
Audiovisual	videos		
	Movies		
	documentaries		
Realia	objects(toys, plants, fruits)		
Online	Websites		

Author: Cristina Narváez R.

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

## Anex G

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		P.	A.	P.	A.	P.	A.	P.	A.	P.	A.
Visual	flashcards										
	power point presentations										
	maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	word cards white/black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audi	Videos										
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

**Author:** Cristina Narváez R.

**Source:** 1st year

## Anex H

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		P.	A.	P.	A.	P.	A.	P.	A.	P.	A.
Visual	flashcards										
	power point presentations										
	maps										
	Pictures										
	charts										
	Handouts										
	Posters										
	word cards										
	white board										
wall charts											
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audi	Videos										
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

**Author:** Cristina Narváez R.

**Source:** 2nd year

Anex I

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

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

**Author:** Cristina Narváez R.

**Source:** 3rd year

Anex J

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

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

Author: Cristina Narváez R.

Source: 1st year



Anex K

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

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

**Author:** Cristina Narváez R.

**Source:** 2nd year

Anex L

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

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

**Author:** Cristina Narváez R.

**Source:** 3rd year

## Anex M

Quantitative Tabulation

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

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

**Author:** Cristina Narváez

## Anex N

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	Power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White/black board		
	OHP		
	Audio	Songs	
Dialogues			
Stories			
Tales			
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects(toys, plants, fruits)		
Online	Websites		
<b>TOTAL</b>			

**Author:** Cristina Narváez R.

## Anex O

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	Power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White/black board		
	Graphic organizer		
	Audio	Songs	
Dialogues			
Stories			
Tales			
cd player			
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects(toys, plants, fruits)		
Online	Websites		
<b>TOTAL</b>			

**Author:** Cristina Narváez R.

## Anex P

**Chart twelve:** Frequency of use of supplementary material.

Years	Public (f)	Private (f)	Total	
			f	%
1 <sup>st</sup>				
2nd				
3rd				
TOTAL				

**Author:** Cristina Narváez R.

## Anex Q

**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					
	Pictures					
	Charts					
	Handouts					
	Posters					
	Word cards					
	White/black board					
Audio	Songs					
	Dialogues					
	Stories					
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects(toys, plants, fruits)					
Online	Websites					
TOTAL						

**Author:** Cristina Narváez R

## Anex R

**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					
	Pictures					
	Charts					
	Handouts					
	Posters					
	Word cards					
	White/black board					
	ohp					
Audio	Songs					
	Dialogues					
	Stories					
	Tales					
	cd player					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects(toys, plants, fruits)					
Online	Websites					
TOTAL						

**Author:** Cristina Narváez R.



