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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

I want to dedicate my work to God, for giving me the courage to get my degree at this time in my life, for giving me strength and wisdom, for guiding me through your path with unconditional love.

To my loving husband Pablo for his patient, support, help, for being my strength when I felt weak.

To my kids Pablo Andres and Sebastian, for being the reason of all my effort, love and relax that I have needed along this hard journey.

And to my parents, for reminding me how much they love me and encouraging me to fulfill my dream.

Thank you all,

Margarita

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CONTENTS

ABSTRACT

The present study explores the use of supplementary materials in EFL classes in public and private high schools. The main purpose of this research is to determine and analyze supporting materials used in EFL public and private high schools and compare the supporting materials used in both high schools in Quito.

Qualitative and quantitative approaches were used for this research. Data collection formats like observation formats, questionnaires and charts were applied to gather information about the appropriateness, pertinence, and quality of the supplementary materials that were used in the two high schools.

The sample included 120 adolescents ranging between 15 to 17 years of age that belonged to the 1st, 2nd, and 3rd senior private and public high schools, four English teachers, three female and one male; three from the public and one from the private high school.

The findings of the study reveal that the frequency of use of supplementary materials was higher in the private high school than in the public one and in the last one the supporting materials used depended on the financial resources of the institution.

INTRODUCTION

The interest and the purpose of this study are to search on the use of supplementary materials for teaching English to adolescents in Ecuadorian EFL classes. Some teachers are not using materials appropriately or are not using them at all. Some factors like school resources, quality of teachers, bibliographical and methodological components, need to be studied in detail in order to improve English language learning.

All the above mentioned factors and components have increased the interest, of many experts in the educational field, in discovering how to make English learning more effective.

The purpose and the specific objectives of this study are to identify and to analyze the type of supporting materials used in EFL public and private high schools, to describe and to analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality, determine the variety of the supplementary material used in the observed public and private high schools, and identify the most frequently used material in each one of the observed high schools.

Thus, there is a variety of studies on methods, teaching techniques, and strategies, as well as on the importance of introducing aids resources in EFL classes in order to facilitate the achievement of the target language.

Shiao-Chuan & Tun-Whei (2002) in a study aimed at determining the teaching aids could effectively help students Learn English Through ESL websites already available on the Internet and how students perceived Learning English Through these Teacher-selected websites.

The activities including exercises on slang expressions, idioms, phrasal verbs and vocabulary as well as reading, writing and listening practice. The results in the students could be to encourage playing some of the games. The limitations for this study were the self-reported nature of the data collected. Because one of the researchers is the teacher of the class, it is possible that the students might have over-reported on the effectiveness of the program. One control for this limitation was the anonymous nature of the questionnaires. Another control was the teacher's assurance to the class that the students' homework assignments would not affect their semester grades. She also indicated the class that she wanted to see the class as a whole, not as individual students. The study was conducted within a relatively short period of time; this may have negatively skewed the results obtained. The fact that the study was done with only one class of students in a college in Taiwan may also limit the extent to which the results can be generalized to other populations.

Another study conducted by Kelsen (2007) which investigated the use of You Tube as a supplementary material, with the purpose to gauge the student's perception of its use in EFL classes, confirmed the hypothesis that this teaching aid (You Tube) made classes interesting, motivating, and relevant for language learning.

The supplementary teaching materials focused on this study included: audio, visuals, audio-visuals, realia and on-line materials. The limitations that the author found was that the questionnaires were only written in English, the self-reported nature of the survey may have led to students overstating their answers as the course teacher administered the questionnaires, and another shortcoming was the relatively small sample size, especially in terms of the female students, and finally, the fact that all of the participants came from the same department which means that the results cannot be extrapolated to the general student's population.

3

Arayadoust & Lashcary (2009) in a study aimed at determining the effectiveness of teaching aids for the achievement of vocabulary revealed that participants who worked with teaching aids obtained higher scores than those who did not use this type of didactic material for learning new words.

Turning to the pedagogical overtones of the study, two implications can be drawn from this study. Firstly, to allot some part of the instruction time in EFL classes using the media and other teaching aids is necessary if EFL teachers and learners wish to have better results. Secondly, one way to make students interested in learning new words is the usage of aids. This may give them a sense of achievement when they observe their progress and also find joy and fun when they realize they are not wasting their time in places they have to wait for a long time (using their flash cards). This would indicate that learning is a whole-life process and they should not limit themselves to their class time.

This study will benefit students and teachers because through it, the investigator will awake teachers' interest in using supplementary material in their classes, having as a result more motivating and more interesting classes as well as an improvement in the educational system.

In addition, the results obtained from this research can help English teachers to become aware of the advantages of the great array of resources and tools available for the purpose, and can also be the basis for future investigations on the field.

The limitations in this research process were the short period of time assigned for the observations, the size of the sample, and the fact that not all English teachers were qualified professionals that could apply a style, especially in Public High Schools.

The access to the teachers was difficult, because they thought that we were supervisors of Ministerio de Educacion, and they were nervous.

METHOD

The research was done in Quito, in 1st, 2nd, and 3rd senior public and private high schools, each class was observed in five periods were all the materials used were registered for the purpose of the topic of the day in order to know if they were appropriate and pertinent.

The public high school was located in the center of Quito, it lacks of proper infrastructure, electrical outlets, and financial support to provide the necessary resources for teaching purposes.

In this school, 28 students were from 1st senior, 26 students from 2nd senior, and 21 from 3rd senior, giving a total of 75 students who belong to a middle-low social-economical class, a circumstance that forces them to work in the afternoons and at nights to help their families cover expenses.

The private high school was located in small town surroundings of Quito; and it has provided the students with comfortable classrooms that include a television with DVD, two English laboratories with computers and access to internet. Additionally, this school not only teaches English, but 3 subjects from the curricula in English instead of Spanish, giving their students an approximate amount of twelve hours of English a week.

In this school, each class was formed by 15 students, in total 45 students. These students belong to a middle-high social-economical class, which provides them with all their possible needs, a circumstance that allows them to focus on their school responsibly.

This research examines the use of supplementary material in EFL classes in Ecuadorian public and private high schools to determine the frequency of use and how appropriate and pertinent it is.

The research started with various definitions of many concepts about teaching English as a foreign language, learners, learners motivation, learning styles, teaching techniques for teaching adolescents, contexts for teaching English, supplementary materials, types of supplementary materials, and previous studies about similar topics, in order to provide theoretical support to this investigation. All this concepts and definitions help for to elaborate the literature review.

The methods used to achieve the objective of this research were qualitative and quantitative.

Some techniques were used such as: questionnaires, observation sheets, teacher's survey, and student's surveys.

The formats for the observations were used in each class to take notes about some aspects like: the kind of supplementary material, quality, pertinence, appropriateness in relation to the age and English level of the students.

At the end of each observed class a questionnaire was given to one student chosen at random. The questionnaires were designed by the university and measured student's opinions about the material used by their teachers in their EFL classes.

At the end of fifth observations made in each classroom, a survey was given to the teacher in charge, in order to know general information about the institution, and discover if the teacher believed that supplementary materials motivated students to learn English most effective and why.

With the observation formats, it was possible to tabulate the frequency chart of the use of supplementary materials in EFL classes according with the number of times that each material was used in class, to make comparisons of the results and to obtain percentages.

DISCUSSION

Literature Review

Supplementary materials are resources in which teachers rely on to obtain better results when teaching a foreign or second language.

The use of supplementary or supporting materials must be taken into consideration when preparing or teaching English foreign language classes; most of these materials can be handmade and easily obtained by the teachers or students, these aids can go from the simplest forms to the most sophisticated devices.

Nowadays, new technology can also be excellent supplementary materials that can motivate and encourage students and it is the teachers' roles to make these new materials available for students.

In conclusion, all supplementary materials are important tools for motivation because the students will find the classes more interesting, more dynamic, and the teachers can reach their objectives easily.

The following section includes a description of different topics which are of importance for the conduction of this research such as the importance of English as a Foreign Language-EFL, types of supplementary materials, and techniques for teaching adolescents among others. Also there will be information about previous findings about the use of supplementary materials.

Teaching English as a Foreign Language

It refers to teaching another language, in this case English, because it is considered as a world language. It is important to mention what Broughton (1980, p.6) says when referring to a foreign language, "…we have been considering English as a second language, but in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in

national or social life". However, English language learned in the educational context becomes useful in future events in people's life.

For these reason, teaching a foreign language involves the specification of learning objectives. According to De Gruytier (2009. p 13, 14) "…pedagogy is essential an enabling intervention which involves the specification of learning objectives and the design of the classroom activities which will guide the learning process towards the achievement of these objectives".

In addition, Araya (2007, p. 2) claims that:

Teaching a foreign language has been considered a difficult task to accomplish because of the different situations individuals are exposed to in such a process. Students' different learning styles and needs levels of motivation. Governmental and international policies, students and teachers' expectations, availability of resources and accuracy of materials are a few examples of the multiple struggles teachers and students have to deal with.

As it is mentioned above, the role of the teachers is very important when teaching English as a foreign language. For this reason, teachers must also consider that learners have specific characteristics.

Learners

Learners are all those who are in the process of learning and acquiring knowledge and information. Children, adolescents, and adults have different characteristic hence they have different ways of learning. These characteristics will be mentioned in the following paragraphs in order to have a clear idea of their way of learning.

When referring to children, Saville-Troike (2006, p. 16) claims that

"…younger learners generally have an advantage in brain plasticity. In not being so analytical, in usually having fewer inhibitions and weaker group identity, and in having more years to learn the language before ultimate proficiency is judge".

Definitely children can think, organize, and learn easier because they have other points of view of the things that they have to deal with.

Furthermore, Phil (2008, p. 7) says the following: "In early childhood, for example, children are learning to think logically or understand the view points of others. Children become more logical in their thinking and are able to categorize and organize objects, but are not yet abstract in thinking".

Concerning to adolescents, they are very sensitive, anxious, and have others ideas about the concept of how to learn another language. Their physical and psychological changes influence in their learning process.

Roger (2006, p 46, 47) states that:

> Adolescent pattern of learning becomes influenced by affects concerning feelings of self-consciousness, about how the individual appears and what imagine is projected or perceived. This can result in anxiety, which manifest itself as risk-ad version, or as extroversion. For them language instructions should be concern with the learner's level and engaged the learner's in activities or situations that required adaptation, by using methods.

Phil (2008 p. 7) also considers that: "Many second language learners at this age have a great capacity for abstract thought, including language analysis, and can draw logical inferences – a capacity which continues to develop in later adolescence, together with grater met linguistic awareness across all domains…".

On the other hand, *adult learners* are people who want to increase their knowledge learning other language like English, their capacity is very different; they have a lot of strategies; their life experiences give them necessities for search and do better than others.

As it can be seen, older learners learn with their experiences as in their work, university, or if they want to travel to other countries where English is the primary language, they memorize phrases with many strategies. According to Roger (2006, p.47) "Adults are people with many years of experience and a wealth of information whose style and peace of learning has probably changed. The instructions for adults who wish to achieve a high level of ultimate mastery should emphasize meaningful components..."

Adult learners have an advantage in their analytic capacity, in many cases the second language is their native competence. In addition, Saville-Troike (2006, p.5) cites that: "Older learners generally have an advantage in learning capacity. In analytic ability, in pragmatic skills, in greater knowledge of their L1, and real world knowledge it is possible for older learners to achieve near native competence in L2."

Learners Motivation

Motivation determines the level of effort of any student; it is the key for learning, it is the necessity that requests the student and it is the success for the teacher. In relation to motivation Dornyei (2000, p.6) states that:

> The variable Motivation refers to the driving force in any
> situation. In the socio-educational model, motivation to learn the
> second language is viewed as comprising three elements. First,
> the motivated individual expends effort to learn the language.
> That is, there is a persistent and consistent attempt to learn the

material, by doing homework, by seeking out opportunities to

learn more, by doing extra work, and so orth. Second, the

motivated individual wants to achieve the goal.

It determines the level of effort a learner will make in the

acquirement of L2 and will be helpful in the accomplishment of their

goals.

For learners the motivation is the main factor for their studies especially when they are learning English, it is the motive for continuing in the same way or learning process. Motivation must be integrative as Oxford (1996, p.81) states:"…motivation as being either integrative or instrumental, and characterizes it as the learner's orientation toward the language learning goal."

A thought that is very important and puts the motivation as a relevant factor that contributes in the learning process is the one stated by Vyas (2009, p.183) says: "Motivation in language learning plays a vital role. It produces effective second-language communicators by planting in the learners the seeds of self-confidence. It successfully makes them continuously engage themselves in learning even after they achieve the goal."

Learning Styles

It is the way in which the learners prefer to learn. Learning style determines the characteristics that make effective the information about the second language. It is known also as cognitive style.

Richards (1996, p.46) affirms that: "Learning styles are the cognitive, affective and perceptual traits that indicate how learners perceive, interact with and respond to, their learning environment" in the same way the author cites to (Reid, 1993:56) who argue that:

Some students have multiple learning styles that allow them to switch styles according to the context, most occupy points along a continuum between two point's styles.

First, the cognitive dimension distinguishes field-independent learners who are mainly analytic and prefer instruction that emphasizes rules, from field-dependent students who flourish in cooperative, experiential classrooms with plenty of interaction and feedback on their writing.

Second, the affective dimension differentiates students who depend on social and emotional factors from those who rely more on logic. It also separates out extroverts and introverts.

Third, perceptual learning styles are most relevant in the ESL/EFL class. Visually oriented students like to see information written down, while auditory learners prefer lectures and spoken input. Tactile or kinesthetic students learn best if they are active and can work with tangible objects.

According with the authors we can say that the learners have many and unique characteristics that they consider as important. Each style benefit the whole process of learning, and the author confirms that each student has cognitive dimensions.

Teaching techniques for teaching adolescents

Techniques are the daily systems that teachers use in classroom to enhance and motivate learning, or discourage specific behaviors. It is the process in which the students can learn in a better way by using techniques especially for the adolescents, because they need more attention in their socialization with the language. Dummis

(…. p4) states that: "In language courses there are four main skills which need to be included to make students truly proficient. These are listening, speaking, reading, and writing..." Another concept clearer is "Techniques of teaching are the day to day activities which the teacher may design for a particular lesson. They may include group discussions, projects, the use of a textbook or field tripping".

Regarding to adolescents, who are very difficult to describe due to the physical and psychological changes they have to go through. Wolfolk (2007, p33) states that:

> With a complete mastery of identity, the student
>
> knows that if nothing is added or taken away, the
>
> material remains the same. With an understanding of
>
> compensation, the student knows that with an
>
> apparent change in one direction can be compensated
>
> for by a change in another direction.

Due to the different learning styles mentioned before, it is necessary to work in different ways, employing a variety of tools and approaches which are also called "Teaching Techniques". In this aspect the same author states that: "…A teaching technique can be thought of as an activity which affects the learner's encoding process, that is, how the learner will learn the desired information, concept, generalization and/or skills…" (Dhand, p.xiv)

Contexts for teaching English

An additional important issue in the process of teaching a second language is the social, cultural, economic and political influences, because the diversity and the globalization around the world creates in people a great impact in their learning process. Authors like Long & Doughty (2009, p10) claim that: "The social context of

language learning and teaching is greatly impacted by a nation's political decision to give special status to a particular language or languages." This appreciation for the different types of contexts has a great impact and implications. In the same way Saville-Troike (2006, p.10) clarifies that these aspects have meaning and are circumstances of learning. She states that: "These are part of the larger social context within which SLA takes place because learning begins with children's first experiences with the families into which they are born, the communities to which they belong, and the cultural environment within which they live." The author also states that: "They have learned how to learn. Another fundamental difference in situational circumstances is whether L2 learning is informal versus formal, or naturalistic versus instructed." (p.22)

When we talk about English as Foreign Language, we must have in our minds the use and the design of supplementary materials. These tools make classes more interesting the classes and make their comprehension easier.

Supplementary Materials

Supplementary materials are aids that teachers use in the classroom, they help to improve and reinforce the four skills for making the classes more interesting. There are numerous types of them and Araya (2007, p.9) gives a clear definition of the meaning, she claims that: "Supplementary materials are other type of materials that the teachers use in their classes. These teaching instruments regulate the use and production of language in the educational processes." We can find a lot of types of supplementary materials, but it is important to choose the best, because the incorrect use can prejudice the level of difficulty in the linguistic aspect. In the same line she adds that materials could be cassettes, videos, CD-Rooms, dictionaries, grammar

books, workbooks, or photocopied exercises. Materials attempt to diminish the level of difficulty when accessing the linguistic aspects of the target language.

Another important concept in relation to supplementary materials is the one by Tomlinson (1998) who states that they can be anything which is deliberately used to increase the learner's knowledge and/or experience of the language. It is very interesting how the teachers can improve the classes, and make them more fun; everything depends on how the materials are used and to use them at the perfect time. In addition he states that:

> It can also be useful to keep in mind that materials can be
> instructional in that they inform learners about the language,
> they can be experiential in that they provide exposure to the
> language in use, and they can be elucidative in that they
> simulate language use, or they can be exploratory in that they
> facilitate discoveries about language use. (Tomlinson 2001,
> p.66).

With these contributions we can see that there are so many teaching aids available to teachers today; the possibilities are endless. In addition, supplementary materials can help teachers and students increase a language teaching and learning process based on critical attitudes.

Types of supplementary materials

Overall we can find a lot of types of supplementary materials, and according to Sharma (2007, p.290) who gives a list of different groups of materials that can include printed and duplicated materials: Handouts, assignment, sheets, individual study materials, resource materials for group exercises. Non project display materials: chalkboard, marker board, felt board, hook and loop board displays,

magnetic board, flipchart, charts, posters, mobiles and models, realia. Still project display materials: sliders, filmstrips, microforms. Audio materials: radiobroadcast, gramophone records, audiotapes. Linked audio and still visual materials: tape-slide programmer, films strips with sound, radio vision programmers, tape text, tape model, tape realia. Cine and video materials: cine films, loop films, television broadcasts, videotape recordings. Computer-mediated materials: number crunching and data processing packages, substitute tutor packages, database system, and interactive video system. (2007)

Richards & Rodgers (2007, p. 30) give a definition of the role of supplementary material for EFL classes, they claim that: "The role of instructional materials within a method or instructional system will reflect decisions concerning the primary goal of materials" they add that materials are a substantial support for both learners and teachers to organize matters of planning how the target language is going to be taught and learned, arguing that: "A particular design for an instructional system may imply a particular set or roles for materials in support of the syllabus and the teachers and learners."

When talking about types of supplementary materials we can refer a lot of types, as Siders (2006) cites in his book teaching aids can include charts, wall charts, flash cards, flip charts, and maps.

Finally, all these concepts contribute with the purpose of the study. The use of supplementary materials are important for improving the manner in how you can teach, the extra materials in the curriculum give you relevance that you are prepared and have many knowledge about some topic. The supplementary material helps the students with their expectations. All the techniques develop the opportunity of expiation the linguistic levels.

It is important to mention what has been previously investigated about this topic, which along with our research will provides EFL teachers a great insight regarding the effectiveness of the use of supplementary materials to acquire and achieve a new language.

In a study made by Kelsen (2007) that was a survey of the use of You Tube as Supplementary Material with College EFL Students in Taiwan. The main objective was to explore the use of You Tube in an EFL situation and to gauge the student's perceptions of using it to make classes more interesting, relevant to course materials, beneficial to language learning and motivating to learn in class; and motivating students to use this material lo learn English outside of the class.

It was conducted using You Tube website material to support the textbook. The videos were shown during regular class time to a group of 69 students from two sophomore conversation classes who ranged from 19-21 years of age in a private university in the north of Taiwan of the fall semester of 2007. These videos included clips related to topics selected from the textbook. The results from the questionnaires made to the students at the end of the study, showed that they found this experience interesting, relevant, beneficial and motivating in class.

The author suggested that both teachers and students can be involved in creative ways to incorporate You Tube in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment. It is recommended the teacher's guidance and also allowing student's freedom to explore and take the first steps toward a journey of learning English through You Tube.

The next study is about Teaching Aids conducted by Arayadoust & Lashkary (2009) the researchers proposed the hypotheses that using teaching aids has positive effects on vocabulary achievement of advanced EFL learners and asked the question:

"Do those advanced EFL learners who benefit from more educational aids (books, flash cards, video films) have better achievement in vocabulary acquisition as shown by vocabulary knowledge tests?".

It was held among 52 students, from intermediate adult EFL learners, ranged between the ages of 18-25, who had received approximately 600 hours of formal instruction on average.

The study lasted four months; and a short pilot study was carried out to see feasibility with a controlled group of 25 participants for the study. The two groups were given the same learning activities except for the use of teaching aids that the experimental group had, the activities were based on the requirements of the language institute and carried out for both groups; the new words were associated with the film content, which make the participants use the words by making questions.

The papers were corrected every session. Films displayed via T.V. set, flash cards and monolingual dictionaries were also used. To finish the study both groups were given a vocabulary test based on their book content.

Results of the study revealed that participants who had access to educational aids obtained better results when compared to those students who did not.

The next study made by Shiao-Chuan & Tun-Whei (2002) is about students' perception of English learning through ESL/EFL websites.

The purpose of it was to investigate how teachers could effectively help students Learn English Through ESL websites already available on the Internet and how students perceived Learning English Through these Teacher-selected websites.

It was conducted with 49 participants ranging the ages of 17-18 years 10 male and 39 female from a high-beginner level in Learning ability, they were divided in

two groups, and given two weeks to complete a series of homework activities including exercises on slang expressions, idioms, phrasal verbs and vocabulary as well as reading, writing and listening practice. They were also encouraged to play some of the games found at different sites. At the beginning and at the end the participants filled questionnaires concerning their perceptions of the experience.

The author's conclusion was that students showed lack of experience using educational resources on the Internet, and for future studies he suggested to integrate other websites containing authentic materials, explore if the proficiency of the target language improves, and make a comparison between two groups, one using Internet resources and another without.

A study conducted by Novitas-Royal (2009) was an evaluative checklist for computer games used for foreign language vocabulary learning and practice: vocaword sample.

The main purpose of this study was the use of games in EFL teaching and learning, and to present vocabulary as supplementary material in CALL.

It was conducted a two professional's consultants: One is a held MA in English Language Education and Linguistic, and the other is a teacher who was working as a full time teacher of English of a secondary school and a child of his class. At the beginning of the study they made personal observations and games like vocaword. The purpose of this game is to make words using the letters that will be collected in the game, and to earn the certificates of "BEGINNER, ELEMENTARY, PRE-INTERMEDIATE, and INTERMEDIATE" levels. Obtaining all the level certificates in this game does not necessarily mean that the player is intermediate level. The specialist analyzes the game. The checklist proposed by National Foreign Language Resource Centre, University of Hawaii at Manoa provided comprehensive

and detailed points that can be used to assess the value of CALL systems. Another list was proposed by Chapelle (2001) focusing on the task appropriateness in CALL.

At the end of the study the researchers concluded that voca-word is a game that allows learners to practice the words, it is a good strategy game that provides the opportunity to challenge other players. The game can be adapted to any language by simply changing the letters of the alphabet on the board. The game helps learners memorize words visually and improve their spelling as well.

The last study made by Phuong (2003) was about The Contribution of Multimedia Tools to EFL Settings Unfamiliar with Technology.

The aim of the study was to explore how students and teachers view their multimedia Learning/Teaching experience, with a view to decide whether multimedia may have a valid place in language teaching at Hanovi University of Foreign Studies.

The data for the study was collected over a two week period, consisting of quantitative information obtained from questionnaires, surveys of multimedia (MML), qualitative information gathered from a series of interviews with teachers and others concerned. The study was conducted with 210 learners and 50 teachers of the English Department from the first and second year of two different levels; pre-intermediate and intermediate who had already learned listening and speaking skills in multimedia labs, also administrators, technicians, and multimedia teaching observers.

The students were asked to fill in questionnaires in order to detect a range of learner's attitudes toward the use of multimedia, all designed questions focused on the investigation of students' general confidence about computers, then their feelings about the media and their use of them, at the same time there was an additional

survey of the English Department Teachers on opinions of using multimedia for teaching listening and speaking skills, regardless of whether they have MML teaching experience. Its focus was on learning objectives, learning skills and strategies as well as the teacher's attitude and their adjustment in teaching method and style. Following these two week surveys were oral interviews with teachers, administrators, technicians and multimedia teaching observers.

At the end of the study, the author's recommendation was that learners need to change their attitudes toward Multimedia Language Learning and to become more active, independent and responsible for their own learning as well as achieving adequate computer skills. Teachers in the lab should facilitate who provides significant guidance in the students' use of computer programs, support weaker students and work closely with all students in order to guide them, advising them in the use of supplementary tools, such as dictionaries and other reference works apart from the content of the lesson. Language teachers need adequate computer skill training as well as the access to the communicative teaching approaches instead of traditional approaches.

Results

Qualitative Tabulation

Chart One: Type of supplementary material used in Public High School

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

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Source: 1st, 2nd, and 3rd years of Senior High School

Chart Two: Type of supplementary material used in Private High School

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

Author: Margarita Maricela Pinza Vizuete

Source: 1st, 2nd, and 3rd years of Senior High School

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

Public High Schools

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

Author: Margarita Maricela Pinza Vizuete

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

Author: Margarita Maricela Pinza Vizuete

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

Author: Margarita Maricela Pinza Vizuete

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

Author: Margarita Maricela Pinza Vizuete

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

Author: Margarita Maricela Pinza Vizuete

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

Author: Margarita Maricela Pinza Vizuete

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	5	0
	Power point	0	0
	Presentations	0	0
	Maps	0	0
	Pictures	0	0
	Charts	0	0
	Handouts	0	0
	Posters	0	0
	Word cards	0	0
	White/black board	3	4
Audio	Songs	0	0
	Dialogues	0	0
	Stories	0	0
	Tales	0	0
Audiovisual	Videos	0	0
	Movies	0	0
	Documentaries	0	0
Realia	Objects (toys, plants, fruits)	0	5
Online	Websites	0	0
	TOTAL	8	9

Author: Margarita Maricela Pinza Vizuete

Source: 1st year of Public and Private High Schools

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

Variable	Indicators	Public	Private
		F	f
Visual	Flash cards	0	0
	Power point	0	0
	Presentations	0	0
	Maps	0	0
	Pictures	0	0
	Charts	0	0
	Handouts	0	0
	Posters	0	0
	Word cards	0	5
	White/black board	4	5
Audio	Songs	0	0
	Dialogues	0	0
	Stories	0	0
	Tales	0	0
Audiovisual	Videos	0	0
	Movies	0	0
	Documentaries	0	0
Realia	Objects (toys, plants, fruits)	0	0
Online	Websites	0	0
	TOTAL	4	10

Author: Margarita Maricela Pinza Vizuete

Source: 2nd year of Public and Private High Schools

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

Variable	Indicators	Public	Private
		F	f
Visual	Flash cards	4	2
	Power point	0	0
	Presentations	0	0
	Maps	0	0
	Pictures	0	0
	Charts	0	0
	Handouts	0	0
	Posters	0	0
	Word cards	0	0
	White/black board	5	5
Audio	Songs	0	0
	Dialogues	0	0
	Stories	0	0
	Tales	0	0
Audiovisual	Videos	0	0
	Movies	0	0
	Documentaries	0	0
Realia	Objects (toys, plants, fruits)	0	0
Online	Websites	0	0
	TOTAL	9	7

Author: Margarita Maricela Pinza Vizuete

Source: 3rd year of Public and Private High Schools

Chart twelve: Frequency of use of supplementary material.

Years	Public (f)	Private (f)	TOTAL	
			F	%
1st	8	9	17	36,17
2nd	4	10	14	29,78
3rd	9	7	16	34,05
TOTAL	21	26	47	100%

Chart thirteen: Frequency of used material in the Public Senior High School.

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		F	f	f	f	%
Visual	Flash cards	5		4	9	42,86
	Power point					
	Presentations					
	Maps					
	Pictures					
	Charts					
	Handouts					
	Posters					
	Word cards					
	White/black board	3	4	5	12	57,14
Audio	Songs					
	Dialogues					
	Stories					
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	Websites					
	TOTAL	8	4	9	21	100

Author: Margarita Maricela Pinza Vizuete

Chart fourteen: Frequency of used material in the Private Senior High School.

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		F	f	f	f	%
Visual	Flash cards			2	2	7,70
	Power point					
	Presentations					
	Maps					
	Pictures					
	Charts					
	Handouts					
	Posters					
	Word cards		5		5	19,23
	White/black board	4	5	5	14	53,84
Audio	Songs					
	Dialogues					
	Stories					
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)	5			5	19,23
Online	Websites					
	TOTAL	9	10	7	26	100

Author: Margarita Maricela Pinza Vizuete

Description, Analysis, and Interpretation of Results

The analysis is done in terms of quality, appropriateness, and pertinence of the content of the lesson and the material used in the class, as well as the method that the teachers applied to make use of those teaching aids.

In the following pages, some details about the teachers' performance as well as the students' attitude toward the way they perceive their EFL classes will be addressed. A clear description of the supplementary material used for these classes will also be presented.

The supplementary material that was used by EFL teachers in public high school was basically traditional such as the white board, flash cards and the Cradle Project textbook assigned by the educational authorities.

The supplementary material used in private high schools during the research was different from the one used by the public school in terms of technology, which is a factor that allows teachers and students to have direct access to a more up-to-date material, later explained in the following analysis.

Qualitative Analysis

Public High School

1st Year

Flash cards

In the first class observed, the topic was *food and health* and the objective was to practice vocabulary related to a healthy diet. Also, the teacher reviewed and made students practice determiners with countable and non-countable nouns.

The teacher started the class by greeting the students, and then she proceeded to stick some flashcards.

The students could easily appreciate all the flashcards which contained different food groups. These were well elaborated because they were a good size and had colorful pictures. They had labels with the corresponding names of the different food groups that could easily be removed; this stimulated student's interest and captured their visual attention.

This material had colorful pictures of different *healthy food groups* that everyone could find at home as well as in restaurants. The flash cards had pictures like: bread, cereal, vegetables, fruits, meat, fish and poultry, milk, yogurt, cheese, eggs, butter, sugar, and oils, among others containing fast food like hot dogs, pizza, hamburgers and ice-cream.

When the class finished, the teacher left the flash cards hanging on the walls. This visual material was there during the whole week and each day she changed the position of them to help students acquire the new vocabulary related to the topic that was being studied.

Thus, every day some examples of healthy meals were given by the students during pair work and they seemed to be motivated to actively participate. The teacher also used this material to explain the difference between food that could be counted one by one like fruit and vegetables, among others, and the ones that cannot be counted like sugar, cereal, etc.

The material was appropriate for those students that have a visual learning style. It can be affirmed that the topic and the material was designed according to the students' age, level, and it also showed good quality.

The topic for the second observed class was about *food groups*. The main objective was aimed at developing speaking skills and reviewing and practicing determiners with countable and non-countable nouns.

For this purpose, the teacher grouped the flash cards in different ways to show healthy menus. The students had to read the corresponding information in their textbooks.

This activity provoked student's interest and the necessity to speak. The teacher encouraged students to talk in pairs about food likes and dislikes of food.

The flash cards that the teacher used in the previous class were used again in this class to practice vocabulary related to the topic of that lesson, food once again. The students' attention was focused on these pictures to elicit vocabulary about food. The quick response revealed how effective it was for them to leave the flash cards on the walls during the week, and changing their order forced them to remember the correct order of food amounts in a healthy diet. The students could quickly recognize the pictures and spell the words properly.

In the third class the topic was *in a restaurant*, the principal objective was to develop intensive and extensive listening skills, and also to practice language for giving and receiving orders in a restaurant.

The flash cards for this class were the same ones that the teacher brought in the first two classes but she took out the labels that had the names of the different foods from the flash cards. This activity forced students to differentiate healthy food from fast food from previous learning.

The teacher asked the students to group in two teams. Then they were asked to try to recognize the name of the picture that the teacher was pointing at as quickly as possible.

After doing that activity for a while, she displayed some names of foods on the desk and asked for a particular food that the students had to point to among the hanging flash cards. The first student to run to the desk and find the correct one was

the winner. These activities created a fun environment which always captures the interest of young people for meaningful learning.

The topic for the fourth class was *healthy eating* and the objective was to develop extensive and intensive reading and speaking skills. Once more, the same flash cards were used to make students practice conversation using the flash cards as examples for their pair work.

The students were asked to speak in turns naming and describing their favorite foods from the flash cards. This game made the students verbalize what they had learned during the week through the different techniques that were effectively applied by the teacher.

In the fifth class, the flash cards were still hanging on the walls. The teacher made a review of the previous classes, motivating students' active participation to help them reinforce their speaking ability. This teacher used the visual learning style that motivated the active participation of the students; thus creating a positive learning environment.

In all five classes, the teaching material was of good quality and the topic of the lesson and the applied material was appropriate for the age and for the proficiency level of the students.

Whiteboard

The topic for the first observed class was to teach students about *food and health.* The objectives were to review and practice determiners with countable and uncountable nouns, and develop intensive reading, listening and speaking skills.

In this class, the teacher proceeded to use the left side of the white board quite effectively with different colored markers to write vocabulary related to the topic of

the class, and to help the students identify the necessary words, leaving enough room for students' written examples.

The students were able not only to see the spelling from the board, but also to observe and visually classify the countable and non-countable nouns with the examples. The teacher showed them like sugar and cereal for the uncountable nouns and fruit and vegetables for the countable ones. This effect would create a meaningful acknowledgement of the information displayed with the flash cards from previous classes.

The topic of the second class observed was *food groups.* The objective was to develop speaking skills and review and practice determiners with countable and uncountable nouns. The white board was appropriately used to write some practical examples, using red and blue markers to differentiate them and to capture students' attention.

In the fifth observed class the teacher made a review practicing vocabulary from all the topics of the previous four classes they had with new ideas and examples from the list of foods the teacher previously wrote. She also sent homework, and asked them to elaborate the menu for a picnic they were going to have in the next days.

Learning Styles

In this grade, the whiteboard was the appropriate tool, and the teacher used it to spell the new words, creating an attractive visual effect to catch the students' attention. The information displayed on the board was clear and colorful; the colored markers used by the teacher to write on the board made the students keep their sight on each word and some details such as spelling, taking advantage of those youngsters whose learning style is visual which is appropriate for them at a pre-teen age.

41

This way of making use of teaching materials makes it fair to mention what Araya (2007, p. 13) states in this respect, when she claims that "the way materials are used in classroom should be a critical, conscious process." This teacher elicited the right material and correct approach for her EFL classes obtaining, as a result, students who were actively motivated to learn.

2nd Year

White board

The topic of the first observed class in this grade was *famous people.* The objective of this class was to get to know some famous ones to develop speaking skills. They talked about Selena and Michael Jackson.

The white board had good size and quality, characteristics that facilitated the teachers' work, who proceeded to write on it some personal details about those two famous people, details like: when and where they were born, what did they do for work etc. Some new vocabulary words with the topic of the class were written in the left side of the board and the corresponding meaning of each one of these words were written at the right side of it. The words that the teacher wrote were: who, where, what, he/she is, he/she was from, and he/she was a/an.

All this written information had the purpose to make some questions about those famous people, using the first three words, and asking the students to use the other ones to answer the questions she made. The students were asked to copy and memorize them at home.

During the class, the teacher chose which student should participate in the construction of questions, using the words written on the board, and instructed the rest of her students to be quiet until she allowed someone else to participate.

For the second class, the topic was about *a famous family,* and the objective addressed was to develop listening, reading, and speaking skills. The teacher proceeded to write on the board some information about Addams family like: where they live, people appearance, what they liked to do, and which members of family they have, and what did they like to do; the teacher translated every word and asked students to memorize them for the next class.

After concluding the activity, she asked everyone to repeat after her several times the following phrases with the corresponding answers like where they live, how the family members are, why they are famous, and what did they like to do.

The third observed class had as topic *my best friend.* The objective was to develop intensive and extensive reading, speaking, listening, and writing skills the teacher copied a list of linking words, notes and details about best friend, questions like who's your best friend? How old is he/she? What does he/she look like? Is he/she good at sports, art, etc? Does he/she have a pet/a collection? What's his/her favorite computer game, etc.?

Also the teacher instructed her students to memorize the information, and sent it as homework, then she started reading the tape script from the textbook several times, making students listen to it, then she asked her students to answer the questions she made, using the information from the board and choosing a students to participate.

The fourth class that we observed in this grade had the topic *people and animals.* The objective of this class was to read, discover new vocabulary, describe people and develop reading, listening, writing, and speaking skills.

Again the teacher repeated her routine writing on the board some information about some mythical creatures and endangered animals, the vocabulary for questions and answers was the same, what it changed was the information about the mythical creatures and endangered animals like where they are, why they are known as mythical creatures and why some animals are in danger of extinction. She wrote the translation of every word, and sent to memorize it as homework.

During the observations, the researchers were able to see that the white board in this grade was used to write only new vocabulary words on it. Different colors were used on the white board. Being aware that the board was big enough to use it for different activities in class, that could have made classes more interesting provoking students' participation in activities such writing sentences in turns, writing matching lists, making some drawings, among many other activities. All of these with the purpose to capture students' attention and motivate their learning, taking advantage of the benefits of the visual style a teacher can apply when using the whiteboard because teenagers are very active people who are always looking for new things to discover, especially when learning and having fun at the same time.

As a result, the students attitude clearly showed they were bored with their EFL classes, maybe do to the fact that they were not allowed to spontaneously participate and make use of the only material they had access at the time, except from the textbook.

This was a case of teacher centered class, in which she did everything, and even decided which student could or could not participate.

The teaching materials were of good quality, the topics for the observed

classes were pertinent considering the students' age, the way they were approached by the teacher were not appropriate for students, considering their English level, since it is very low they should be motivated and encouraged to feel the need to learn.

In many cases, she taught her classes translating many words and phrases constantly, she used the dictionary many times in front of the class, and instead she seemed not to know how to apply any teaching method at all. Also, when she was asked about the usage and importance of the supplementary materials, she expressed her disagreement not considering them as necessary to teach EFL to her students because all the information is in the teacher's book and student's book.

Learning Style

It is fair to mention what Tomlinson (1998) states that they can be anything which is deliberately used to increase the learner's knowledge and experience of the language. It is very interesting how the teachers can improve the classes, and makes them more fun; everything depends on how the materials are used and to use them at the perfect time.

3rd Year

Flash cards

The topic for the second class observed was *what's the weather like?* The objectives were to talk and discuss about the weather, decoding symbols, and write a weather report following a model and develop extensive listening, speaking, writing, and reading skills.

The teacher brought several flash cards to accomplish the goals for the topic of the lesson; she proceeded to stick them on the board before the students came into it. The pictures on the flashcards had good size and bright colors, they were

performed by her and some drawings, signs, and labels that were elaborated by the teacher herself, and these contained pictures of a sun, a wind, a snow, a cloud, rain, a thermometer, a picture of winter, spring, summer, and fall. These pictures helped the students keep their eyes on the flash cards all the time.

The class was developed around the importance of how to identify the different seasons of the year, the countries where there are the four seasons, and what type of clothing is used by different people in each region. For this, the teacher made the students read the information from the student's book so they could relate it with the pictures from the flashcards that were hanging on the board, and accomplish the goals of the lesson, having them as visual examples.

The topic for the third observed class was *our world.* The teacher made a brief review of the last class with the objective on ~~of~~ how to use expressions of possibility, expressions of possessions, write a brief weather report, and develop extensive reading and speaking skills.

When the class began, the teacher invited students to participate in pairs in order to read and discuss about the importance of knowing how the climate is in others countries with the information they could find in the flashcards. They were also asked to create their own information with drawings of different places where they could find the four seasons and two seasons like North and South America, Europe, Asia and Africa. This activity was exciting and motivated students to give their best.

In the fourth observed class the topic was *a trip to Europe.* The objective was to develop listening, reading and writing skills.

In this class, students talked about how to make plans and arrangements, which is the best route to visit the best countries in Europe, important aspects of

culture, traditions, customs, and language; how to get the weather report for each country, and what kinds of clothes to wear.

The flashcards that were still hanging on the board helped the students understand better the objective of the class; at the same time, it motivated them to use the new vocabulary words learned in previous classes. The possibility of looking at these pictures while listening to the explanation was absolutely helpful for students to focus their attention and consequently achieve a meaningful learning.

The flashcards used in the four classes had good quality, were very creative and well elaborated by the teacher, with drawings of the different seasons, weather, and inclusive a Europe map.

The content of the topic was appropriate for the student's age and pertinent to the English level they had. These motivated students' participation, providing them with a clear understanding of the topic of the lesson.

In fact, the teacher used the flashcards considering the learning style of the students in the classroom, and the active participation of them when elaborating their own. All of this, allowed her to take advantage of all the benefits this strategy can give, at the same time she provided a positive learning environment.

As a result, the students were motivated to learn using their visual sense and creativity.

White board

In this grade, the teacher used the right side of the whiteboard to draw new vocabulary words on it, and the left side to write them.

The topic for the first class was *the weather,* the teacher gave some instructions from the text book, and wrote the new vocabulary words which were: weather, sunny, cloudy, hot, windy, and cold, raining, snowing, winter, spring,

summer, fall. She used the different colored markers to catch students' visual attention writing a few phrases as examples with the new vocabulary she wrote at the left side of the board, and then she invited students to participate with examples of their own.

In the second class the topic was *what's the weather like.* The objective was to discuss and describe current events and people's clothes, by asking and answering questions about the weather and seasons, and to develop extensive and intensive reading skills.

The vocabulary words from the previous class were written once again on the white board by the teacher before starting the class; then, she invited the students to feel free and go to the board to write any new phrase that would come up with, using the vocabulary words from the board.

In this way, the teacher created a support system that made the students feel confident by looking up the words they needed on the board when they wanted to write or speak.

For the third observed class the topic was *our world.* After making a brief review of the previous class, the teacher instructed her students to work in turns to write on the board some sentences with the vocabulary words they could get from the flashcards hanging on the board, and the words that were written on the white board; all students were able to participate in this activity.

The topic in the fourth class observed was *a trip to Europe.* The objective aimed was to develop listening, reading, and writing skills.

In this class the teacher made drawings on the board; she wanted to explain how to arrive to Europe from America. First she made a drawing of North America,

then South America, and finally she draw Europe; she explained the different ways and transportations to travel and arrive in Europe.

The good quality and size of the white board, allowed the teacher a good performance with colorful drawings that attracted the students' attention.

The topic for the fifth class was *around Africa.* Making a brief review of the previous class, the teacher motivated students' participation inviting them to write on the board a list of the new words that they had learned in the previous four classes. These words were go sailing, go hiking, go on a cruise, go on a safari, continent, country, capital city, and city, this helped them refresh their memory as well as acknowledge the information in a meaningful way. At the end, she invited them to work in pairs writing a brief planning to travel from North America to Europe.

The board was used in all five observed classes in a very creative way from the very beginning, using color markers in blue and red to draw and write new vocabulary words, and making students participate writing on it.

All these activities allowed the teacher to take advantage of the visual learning style she applied with her students, and motivated them to center their attention on the wide and attractive display of words and drawings on the board, provoking their active participation.

Considering the age and English level of these students, the topic was pertinent and appropriate for them, as well as the quality of the material used. The method used by the teacher was visual style, and it was perfect for active curious teenagers.

Learning Styles

Richards & Rodgers (2007, p. 30) claims with respect to the supplementary materials expressing that: "The role of instructional materials within a method or

instructional system will reflect decisions concerning the primary goal of materials"

under this point of view the approach used by this teacher to meet the topic of the

lesson, goes in agreement with them.

Private High School

1st Year

Goggles, swimwear, racket, and pads

The teacher brought into his classes different sport objects like: goggles,

swimwear, racket, and pads; some weights rocks of different sizes and net. Some

items were brought by the students by previous request of the teacher.

This week's topic would teach students some ways to get active for a healthy

lifestyle, and the objective was differentiating between sedentary and an active

lifestyle.

After greeting his students, the best way to begin the first class for this topic

was with the sport objects that the teacher and students had brought in to the class.

He held the objects one by one up for all the students to be able to see them and

asked questions such as do you know what this is?, Where can we find this? What

function does it have in our life? Does it help us in any way? While he kept asking

these questions, he would pass the object they were referring to so that every student

had the opportunity to carefully look at it.

All the questions and the objects were the appropriate tools since it created an

interactive class that made the students focus their attention on the different features

of the objects presented. By looking at them, touching them, playing with them and

analyzing carefully each feature enable students to recognize the differences between

sedentary, and an active lifestyle; and achieve the purpose of acknowledging the way these realia objects influence the environment.

The different colors, textures, shapes and features in general of the chosen material for this topic, it was ideal considering the ages and the different learning styles such as visual, kinesthetic, and auditory, in cases when a soundtrack was playing music gym.

Although the students came in direct contact with this realia only in ~~on~~ the first class, some of the objects were kept in the classroom during the week for the students to take a look at them if they found the need.

The colorful display on a long table at the far side of the classroom under the window, as well as the different shapes and textures, were pertinent for the objective of the topic and kept the students interested in looking, touching, and comparing them constantly.

This way of approaching the youngsters made the class clear and easy to acknowledge.

Whiteboard

The white board was used from the second to the fifth class. The teacher wrote different vocabulary words on the board, related to the topic of the lesson, words like: soft, hard, kick, net, pads, plan, hero, catch, colorful. The different colored markers, along with the explanation, and drawings when applicable, created a visual effect on the students that were able to concentrate on the meanings as well as the spelling.

The teacher used the whole board writing on one side the words related to sedentary living, and on the right side using a different color marker he wrote all the

51

words related to active lifestyle. There was a space on top for a title, but it was empty for now.

The teacher continued to copy all the words the students would mention when they saw the objects and answered the questions on the corresponding side of the board.

All the words displayed on the board were the appropriate way to transmit the information clearly and effectively through the students' own analysis, and they finally discovered what the title of the chart was and the names of the two different activities: sedentary living and active lifestyle.

The approach of the teacher using the board in the best way possible, created a positive environment for meaningful learning since the students felt well, knowing that they had done most of the work.

Learning Style

The strategy applied as well as the materials that were displayed were pertinent to accomplish the objective of the class, and appropriate for all the learning styles and ages found in this class for young teenagers; in concordance with the way Richards & Rodgers (2007, p. 246) think when referring to teaching methods, by claiming that: "methods can also be seen as a rich resource of activities, some of which can be adopted regardless of one's own ideology."

2nd Year

Word cards

This class was very attractive even to us as adults. The subject was Places and the topic was *moving house and my neighborhood.* The objective was to help students identify the location of buildings, describe a neighborhood, discuss rooms and houses, and make suggestions about the topic.

From the first to the third classes, the researchers observed how the teacher had prepared many different word cards with new vocabulary to place them on the board. Each card contained different words with the vocabulary about a moving house, neighborhood, fun places and sights; additional contrast words as home and houses, buildings, flat and apartment, malls, stadium, museums, visitors, zoo, supermarkets, cars, and buses.

In each class these word cards were distributed, starting with the ones from the rural area, continuing with the ones from the urban area, and in the third class a mixture of both types; the students were asked to describe what they could see trying to pick up on details. The objective was to have the students find the correct usage in order to identify the location of the objects.

These word cards made the differences perfectly clear to all spectators who focused on all the details until they reached the point where they were prepared to establish some conclusions, and make definitions through observation. As well, by answering to questions like where do you normally locate buildings? What do you think about a moving house? What does the moving house have inside? What do you think the people who live in it? What about your neighborhood? Do you have fun places around your house?

The word cards were definitely an appropriate tool that turned the class into a visual attraction which made the topic clear and understandable for students with a visual learning style through the words. All these aspects together were also pertinent for the purpose of the class and age group.

Whiteboard

In this case, the whiteboard was used in a very different way for the first three classes; the word cards were placed on it colorful words like home and houses,

buildings, flat and apartment, malls, stadium, museums, visitors, zoo, supermarkets, cars, and buses.

After staring at the white board for a while, the students were able to easily distinguish all the differences between the objects; additionally with this material they can obtain all the information to create a famous sights and buildings. The colors and size of the word cards caught the student's attention at all times as well as their interest in the topic.

This whole combination displayed on the board was of a wonderfully clear quality, perfect for the level of the group.

The first class began with different words of furniture and appliances (bookcase, refrigerator, sofa, armchair, washing machine, stove, table, bed) placed on the board; the students kept their eyes on the white board all the time and seemed very interested in the details.

For the second class the same procedure was followed, but this time there would be words of a neighborhood (malls, supermarkets, movie theater, gas station, police station, restaurant, bank, fire station, hospital, post office).

Once again the board was the center of attention for the students that were anxious to find more new aspects of the new words. On the third class, the words of the prior classes were shown all at the same time. The board was an amazing tool that provided the clarity required for the students to be able to recognize as many aspects as possible from the two different types of settlements displayed.

The forth class consisted of a list of new vocabulary words like buy, paint, use a computer, swim, have a party, clean were displayed on the board in different colors according to what type of settlement they belonged to for the students to be capable to fully understand the topic.

54

Again the different colors helped the students focus their attention on the board and not elsewhere.

On the final class, the teacher provided different colored markers for the students to write the definitions of each type of settlement, to create a contrast and compare the chart; the students would go to the board and add the words they considered appropriate for the chart.

This activity seemed different, appropriate and effective, especially for those students who seem to have a difficult time staying still in their seats; they constantly raised their hands wanting to approach the board and contributing to the class with their ideas. This activity was both appropriate and pertinent for kinesthetic, auditory and visual learners of 15 to 16 years of age.

Learning Style

In this case Richards & Rodgers (2007, p. 30) states in respect to supplementary materials that: "A particular design for an instructional system may imply a particular set or roles for materials in support of the syllabus and the teachers and learners."

This is a fact that the teacher in charge of this grade seemed to have in mind when preparing the class, which helped him to accomplish the goals when approaching the target language, capturing the students' attention and motivating them to learn, in such a way, that they were having fun while learning.

3rd Year

Flash cards

The subject was *"the biggest and the best"* it is about world geography and facts; countries. The objective was to describe countries making comparisons,

expressing opinions, and talking about distances and measurements. The topic and objectives were accomplished in five classes.

The size of the flashcards were appropriate, as well as the pictures on them were clear and colorful, perfect for the students to begin to feel curiosity on the content of the story they were about to read.

In the first class, the teacher brought the flash cards and put on the upper side of the white board, with the title of a book. The card was of a good size, rectangular and held in a horizontal position, though it was white. The title "How much do you know?" in big letters with an attractive color and font, the students were pending on what is the objective of the class.

The objective of this flash card as well as the one used the next day was to entice them into the reading, which was about "things you can do to help the environment". This strategy created an intriguing sensation among the students that began to speculate what the story may be about. Near the end, the students were asked to jot down their ideas about the content of the article for homework.

The second class was expected with quite some enthusiasm as they hoped to start reading the article, the topic for this class was the same from the first one, and so was the objective.

However, the teacher had prepared another flashcard where there was a drawing of a famous island showing the factors that may affect the environment, the animal life and development of population.

The topic for this class was *Things you can do to help the environment*. The students went on for several minutes brainstorming ideas on the relation between the two flashcards. This activity motivated the participation of the whole group during the entire class.

The quality of the flash cards was good and attractive. These were prepared and displayed in an appropriate way; the content in relation to the students' needs was also pertinent and worked perfectly with the topic of the class and the age of the group, especially for those visual and auditory learners, to help them achieving the goals of the class in many aspects.

Whiteboard

During the third class the topic of the reading was "Korea's Best Kept Secret". The students review the article for new vocabulary like fascinating, ancient, landscape, located off, among others, which the teacher copied on the board which had the proper size and quality. Using different colored markers, the teacher classified comparative and superlative forms of adjectives.

This class had the objective to provide as much vocabulary as possible before getting in to the reading, which made the students pay close attention not only to the meaning of the words, but also to their spelling and grammatical function.

After completing the list, the students would try to figure out from the context what the words meant. They thought new answers, and were asked to write them on the board, the correct meaning was then written by the teacher if necessary; providing all the necessary information for the students to look at on the board while reading.

In the fourth class, the board was used to display once again the vocabulary words from the previous lesson, and some new words that were found while reading like fascinating, ancient, landscape, located off, waterfall, and hill.

This was quite effective since the students were able to look at the board to make sure they understood the article; it was a good and appropriate way to make

them feel confident about the reading, and to make sure the extensive reading also became meaningful knowledge for them.

The fifth class is where the objective of this particular topic was accomplished. Again, the students began to give their opinion on why the title of this article. Ideas such as interesting, catchy, and inviting were written on the board.

After a few minutes, the students were able to read carefully off the board all the ideas and decode the definition of each new word.

Finally, they thought of new titles that would be appropriate for the article. This whole combination displayed on the board was of a good and clear quality, as well as pertinent for a reading class at a pre-teen age, the teacher in this class accomplished the goal of making the class meaningful and interesting when the students actively participated for giving the answers, motivating them to learn in a catchy way.

Learning Style

How the teacher approached this class, goes with the theory of Tomlinson (2001, p.66) that states "…It can also be useful to keep in mind that materials can be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, and they can be elucidative in that they simulate language use, or they can be exploratory in that they facilitate discoveries about language use".

Careful attention must be put in each class description. Despite the financial differences among the two observed high schools, their location, the infrastructure, the social background and the students' health conditions and needs, it is possible to see how the imagination and creativity of a teacher can become more meaningful in a classroom than all the sophisticated equipment that one can possibly think of.

Even though the private high school teacher were provided with all the necessary materials for his classes, sometimes used simple objects found at no cost to obtain the goal he were searching for.

It is also fair to be aware of the amount of hours of English classes devoted for this purpose in the public high school versus the private one. This becomes limitation when the public high school only receives five hours a week, and the private one is exposed to the target language fifteen hours a week; teaching subjects such as: history, human geography, oral language, and science among others.

In addition, the private school has incorporated into each classroom a projector, which clearly gives a great advantage to the teachers and students of the private high school over those who attend the public one.

Another important issue that has to be mentioned is the one that has to do with the level of instruction of English teachers, since this is a matter that also affects in a great way the quality of English being taught to the students, and their motivation to learn EFL.

Quantitative Analysis

The following charts show the results obtained from the comparison of the materials used in both high schools.
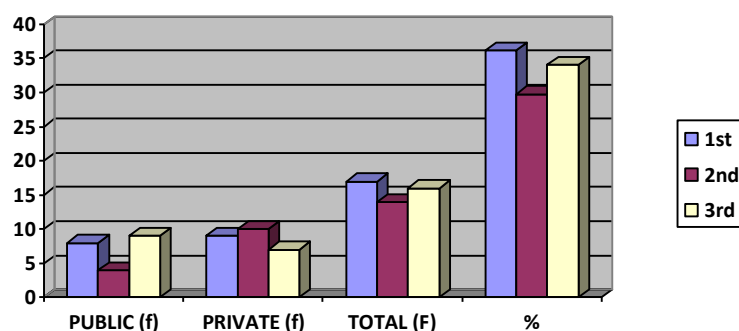
Findings in this study showed that the use of supplementary materials between the public and private high schools, as shown in chart number twelve; from the fifteen classes that were observed in the 1st, 2nd, and 3rd courses, the highest frequency of use of teaching aids correspond to the private high school with a total use of 26 times, and the lowest frequency corresponds to the public high school, with a total of 21 times of use of teaching aids, giving a total difference of 4 times. In terms of percentages in both high schools in the first year the total of frequency was 36.17%, in the second year 29.78%, and in the third year 34.05%.
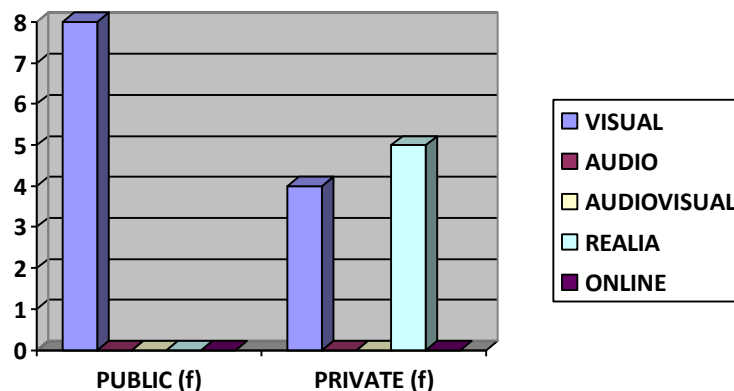
In chart nine there is not much difference comparing the supplementary material used in the researched public and private high school, it was found that in the six courses as illustrated.

In the public high school the teacher, in the researched classes, used only flashcards and white board meanwhile, in the private high school the supporting material used included white board and realia.

In terms of frequency, it was found that the whiteboard represented 37,5 % of the times in which the teacher used supplementary material in the public high school but 44,4 % of the total in which supplementary material was introduced to teach a lesson and to achieve the set objectives.

Regarding flash cards, chart 9 shows that there were used only in the public high school. The teacher illustrated her explanation with colorful and well elaborated flashcards, the size, the pictures, the colors and labels of them were appropriate and students were able to see all these characteristics that motivated their interest in the topic of the lesson in a 62.5% of the total times of use of the materials.

As it is well known, motivation is a very important factor for students to acquire the target language, and that is exactly what this material provoked on the students.

In the private school, the teacher gathered some sorts of realia related with the topic for the students to acknowledge things such as goggles, swimwear, racket, and pads; some weights rocks of different sizes and net. The realia chosen for the class in the private school was used in a 55.5% of the total times of use of material.

There was no audiovisual or audio material, neither online in any high school, which shows that although in the private high school the teachers have the equipment and resources for it, not all of them are adequately prepared or willing to make use of those kind of materials; instead they hang on the traditional ones, as stated by the teachers themselves about not being confident in the use of technology.

In both cases, the supplementary material used (flashcards, whiteboard, and realia) motivated students interest for learning the topic of their class. The material used for approaching them was the appropriate tool to catch students' attention to complete the process for the teachers' goals. However, there must be addressed students preferences which point to the online materials, despite their social or economic background, almost all of them are familiarized with technology.
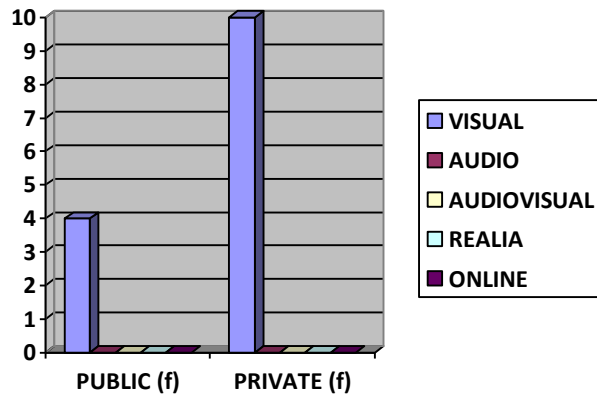
Chart number ten, shows the frequency of use of supplementary materials in the six courses of the public and the private high schools.

Both schools used supplementary materials, the difference was that the teacher from the public school used it in four of the five observed classes, that in terms of percentage it means that the 90% of the total of times in her five classes, not necessarily reflecting effectiveness of the use of the blackboard; she used it only to take note of vocabulary, ignoring the many ways in which a board can be used, with no creativity of supplementary material. As perceived by the researchers, all this, attitude was the resultant of lack of knowledge or experience on the educational field of the teacher in charge of this course.

On the other hand, the teacher from the private high school made use of the whiteboard and word cards presentations in all the observed classes, he took advantage of the creativity he had, and used it along with the white board with clear and colorful words that the students did not allow anything to distract their attention. It motivated students' effective learning. In this case, both the word cards and white board were used in a 100% of the time.

When comparing these two classes, it is clearly visible how one teacher lacks imagination and knowledge on how to approach in an appropriate way and with a suitable method the group of students she was in charge of.

The private high school teacher instead, went out of his ways to perform a memorable class for the teenagers awaking their interest from the first moment he presents the class to his student provoking an active participation relying on the teaching tools he had to accomplish the topic of his class, arousing the group with a feeling of motivation to learn English in context.
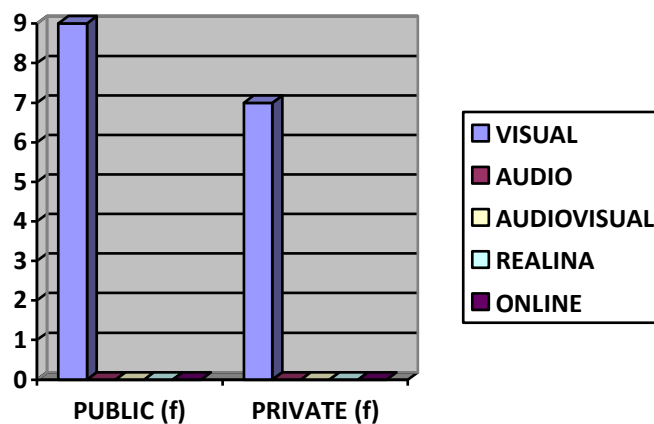
Chart eleven shows the frequency of use of supplementary materials that was found in the six courses of the public and the private high schools that were observed.

As illustrated in this chart, both schools use supplementary material for their EFL classes they both use flashcards and the white board with a small difference in terms of frequency of use of the teaching aids corresponding to the flashcards, the preference of both teachers seemed to be the same when approaching their English classes.

In terms of percentages, the public high school used flash cards in a 44, 4 % of the total times of use of material and the whiteboard in a 55, 5% from the total of the use, with a difference of two points above the private one that used flashcards in a 28, 50% of the total times, and the whiteboard in a 71, 4% of the total. In terms of the general use of supplementary material, both schools in this grade used teaching aids the 100% of the times for their classes.

In the public school the students had a chance to visualize what they were learning through the use of flashcards and the whiteboard.

Although public high school does not have many facilities, it is fair to admit the teachers' creativity and knowledge helped her take advantage of the importance of teaching materials to accomplish their goals.

In the private school, the students were enticed to read the story using only a few flash cards and the whiteboard, all along the process they visualized and learned the spelling and the grammatical function of new words.

The study also showed that the most commonly used teaching resources were flashcards and the white board when teaching EFL.

Chart thirteen shows the frequency of use of the different materials in the public high school, in this case were only flash cards and white board, as state above these teachers had little or no creativity, because their classes were based only in the traditional book; these few contributions affect the learning process.

Chart fourteen shows the difference in the use of materials, in this specific case the teacher has the ability to make interesting classes, capture the attention of the whole class with the realia objects and with the word cards, with these materials the teacher play with the imagination of the students and he can demonstrate his knowledge of any topic.

It is important to mention that the teachers have all the responsibility on their hands to transmit all the correct knowledge in the learning process, they must keep in mind that teaching is our main goal in our career and students are the future for new generations, therefore; we should not expect that things will fall from the sky or hand delivered to us, God gave us all the gift of creativity and imagination to do our classes more interesting.

Conclusions

After having finished this research work, the following conclusions were drawn:

- ❖ The results showed that both public and private high schools made use of supplementary material.

- ❖ There was a small difference in frequency of use of supplementary materials between public and private high schools, because the teachers from the private one used more variety of them in the observed EFL classes.

- ❖ The material used in both schools, in most of the cases were appropriate, they had good quality and were creatively elaborated by the teachers and students.

- ❖ The most preferred and used material by the teachers in these observations was the visual learning style in both high schools.

- ❖ According to the information obtained from the surveys applied to the students, the young generation is "In" with the use of technology; on-line materials are popular among them, even though none of their teachers made use of them in their EFL classes.

- ❖ Audio material was not used in the observed classes, which does not necessarily mean that the teachers are not considering the auditory or kinesthetic style.

- ❖ With the information gathered from surveys applied to the teachers, the researchers found that not all are prepared and open to the idea of using technology as teaching aids.

Recommendations

❖ English teachers should do a better research into the learning styles of their students in order to have the adequate supporting teaching materials.

❖ English teachers should be aware of the great array and variety official teaching materials that surround them and remember that text books are not the only didactic resource.

❖ English teachers should do a better planning of their classes in order to be able to present adequately all the supporting material.

❖ English teachers should look for the way to integrate on-line materials in their EFL classes attending the preferences official the newer generations.

❖ English teachers should work with their colleagues in order to find new ways to motivate their students into the English learning process and awake their creativity.

❖ Public and private high school authorities should offer better training to their English teachers in order to improve EFL learning process in Ecuador.

❖ Public and private high school authorities should look for ways to integrate on-line materials into EFL classes.

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ANNEXES

Annex A

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC (   ) PRIVATE (   )
DATE: _____   **CLASS No _____**
YEAR: _____

TOPIC OF THE LESSON: _____
OBJECTIVE (S): _____
_____
_____

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

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

DESCRIPTION OF THE USED MATERIAL:
_____(NAME OF THE SUPPLEMENTARY MATERIAL)
How was it used?

_____
_____
_____

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

_____
_____
_____

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

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

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

Ws it elaborated an 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?
_____
_____
_____

STUDENT´S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _____   **CLASS No___**

YEAR: _____

PREGUNTAS		NO
Te gusta el material utilizado por el profesor en la clase de inglés?		
Te ayudó a entender mejor el tema de la clase?		
Crees que el material didáctico utilizado te ayuda a participar más en clase?		
Con cuales de los siguientes materiales crees que aprenderías mejor el tema de clase?		

VISUALES		**AUDIO**		**OBJETOS REALES**	
. Flash cards	( )	. Canciones	( )	. Objetos:	( )
. Diapositivas	( )	. Diálogos	( )	(juguetes, plantas, frutas,	
. Mapas	( )	. Historias	( )	etc.)	
. Gráficos o fotos	( )	. Cuentos	( )		
. tablas u organizadores gráficos	( )			**ONLINE**	
. Hojas con actividades	( )	**AUDIOVISUALES**	( )		
. Posters	( )			. Websites	( )
. Tarjetas con palabras	( )	. Videos	( )		
. Pizarrón blanco o negro	( )	. Películas	( )		
		. Documentales	( )		

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

Annex D

TEACHER´S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _____   **CLASS No___**

YEAR: _____

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

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

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

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

Why?

_____
_____
_____

Annex E

Charts

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

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

Author: Margarita Maricela Pinza Vizuete

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

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

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

Author: Margarita Maricela Pinza Vizuete

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

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

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

Author: Margarita Maricela Pinza Vizuete

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

Author: Margarita Maricela Pinza Vizuete

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

Author: Margarita Maricela Pinza Vizuete

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

Author: Margarita Maricela Pinza Vizuete

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

Author: Margarita Maricela Pinza Vizuete

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

Author: Margarita Maricela Pinza Vizuete

Source: 3rd year

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

Author: Margarita Maricela Pinza Vizuete

Source: 1st year of public and private high schools

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

Variable	Indicators	Public f	Private 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: Margarita Maricela Pinza Vizuete

Source: 2nd year of public and private high schools

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

Author: Margarita Maricela Pinza Vizuete

Source: 3rd year of public and private high schools

Chart twelve: Frequency of use of supplementary material.

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

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

Variable	Indicators	1st year	2nd year	3rd 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: Margarita Maricela Pinza Vizuete

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

Variable	Indicators	1st year	2nd year	3rd 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: Margarita Maricela Pinza Vizuete