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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

This thesis is dedicated to my beloved family. Diego, who is more than my husband, he is my support, my friend, and my confident. He encouraged me when I felt tired and wanted to abandon this project. He is the only person in the world that is always proud of my little or big victories.

It is also dedicated to my sons Diego Rodrigo, who at his early age was a wonderful computer teacher, and Martín de Jesús whose bright smile lit my dark nights.

I hope that the entire effort placed on this work will be a model for them and a proof that everything is possible if one believes on oneself.

Alba

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ABSTRACT

This study explores the use of supplementary materials in EFL Classes. The purpose of this study was to determine which were the most frequent supplementary materials used by teachers. Qualitative and quantitative methodologies were used in order to ensure the best results. The Literature review was based on a wide-range of text references; classes were structurally observed and data was collected in the observation matrixes. Moreover, surveys were administered to students and English teachers. Two high Schools, one public and one private were chosen randomly to do the research in the north of the city of Quito, Ecuador. The sample was a group of students from first, second, and third year as well as their teachers. As conclusion, it may be said that both schools used supplementary material. In private school, supplementary materials were used slightly more often than in public education. Visual aids rated as most commonly used in both schools since teachers do not realize the importance of use different supporting materials. The use of supplementary material increases the comprehension of EFL among students with different learning styles.

INTRODUCTION

The importance of English as a global language has made people learn it as early as possible. The English teaching in a foreign country is an issue that has concerned teachers through times due to the complexity and diversity of the components that this kind of work implies. First, the social-cultural component, it performs a very important role because of the educational and historical context in which foreign languages are taught and learned. It is significant when making decisions about teaching. Next, the success of the teaching-learning process depends on the selection of the bibliographical component. Finally, the third basic element is the methodological component, which in my opinion is the most important because it considers a wide variety of aspects such as the method used, the resources, and techniques applied in class, which altogether collaborate to the success of the teaching-learning process.

Currently, it might be said that there is no a genuine method to teach English but a combination of all. Some authors have labeled it as the Eclectic method. Methodological techniques have evolved as well. Other aspects of education have done the same, and have contributed to achieve the teacher goals. They rely on different kinds of aids and sources, which will work effectively when they are used appropriately. One of the principal aids is the use of supplementary material, which is definitely a great tool to ease this process.

According to my own experience, using supplementary material makes classes more appealing and motivating; however, choosing the accurate material for each class and using it adequately is certainly a relevant aspect for a successful class. For this

reason, when choosing the correct material, it is essential to consider pertinence (topic, objectives and content of the class) as well as appropriateness (needs of students). By choosing the correct material, the teacher takes in consideration the different learning styles, types of intelligences, abilities, capacities, skills, personality, and cultural backgrounds.

There is a wide existing range of supporting materials to choose from; such as, visuals, audio-visuals, flash cards, realia, websites, posters, among others. However, I think the use of supporting material is not a common practice in our country. Consequently, a research about the use of supplementary material for teaching English to adolescents in Ecuadorian EFL classes is a must.

The purpose of this study is to discover whether teachers use supplementary materials or not. If they do, how pertinent, appropriate, and qualified those materials are. Since the study will take place in both public and private schools, the general objective will be “Evaluate the pertinence and appropriateness of the supporting materials used in the EFL classes in a public and a private high school”

Many studies have been done in order to reach a successful acquisition of English as a foreign language. Some important previous investigations will be reviewed in order to check the outcomes from other authors dealing with the use of supplementary materials for teaching in EFL classes. These are being mentioned as it follows.

Gebhardt (2004) studied the Use of Movie Trailers in an ESL CALL Class. Its purpose was to demonstrate how a lesson could be done using movie trailers. Through their research they found out that movie trailers offered a stimulating and innovative

way to learn English as a Second or Foreign Language, since the activity provided a meaningful and relevant content. There were no limitations in this study.

Qiang (2005) studied the way of teaching with movies. Its purpose was to determine the efficacy of using English language movies to teach business to Chinese students. After the research the author found out that in order to obtain positive results through the use of movies, the teacher requires a movie with educational, informative and entertaining content, prepare students before watching as well as classroom activities to produce optimal output from students. Limitations found have to do with the great deal of preparation time needed as well as optimal input of students to participate actively in the activities.

Florence (2006) studied online vocabulary games as a tool for teaching and learning English vocabulary. Its purpose was to engage learners more in the learning process by using multimedia. The conclusion showed that students who played online vocabulary games tend to learn and retain vocabulary better and for a longer period comparing with the students who attend face to face lessons. No limitations were mentioned in this study.

The present study will benefit students and teachers because through it the investigator will awake the interest of the teachers in using supplementary material in their classes. As result, more motivating and interesting classes as well as an improvement in the educational system will be created.

During this study, some limitations were born: first, students did not know about supplementary materials since they are not used to see them on class; therefore, their

answers were not critical enough. This behavior was more relevant in public schools. Second, most of the teachers looked reluctant to the presence of an investigator in the class. This fact did not help to have an open conversation; even though, it was told to them that the real objective was to investigate about supplementary material. Private teachers showed more preoccupation since two of the three teachers did not have a bachelor degree in contrast to the public teachers that had University degree. It was difficult to coordinate new topics during the classes because there were different activities during the school period especially in third year. Public school teachers preferred to introduce new themes when they counted with more than 60% of the class. Hence, they could not have a formal schedule. On the other hand, private school teachers just had two hours in a week to teach English so when a special activity occurred his or her classes were interrupted. Third, it was difficult to identify the topic and the objective of the classes during the observations of the Private school since the teachers did not have class plans.

Finally, as the sample and the setting were specific, the conclusions may not be generalized to the country. It would be a good initiative to research with thesis partners from other centers in order to have a bigger sample and data from other places that may be contrasted. Consequently, the results would be more representative as a reference for further studies.

METHOD

Setting and Participants

The current investigation was conducted in the northern part of Quito, Pichincha province, during the academic year 2011 – 2012. Two high schools, which were the sample of the present study, belong to the public and private educational system. The classes observed correspond to first, second and third years of senior high school of each institution accordingly. Students were aged in their late teens (15 to 18 approximately). It is important to mention that the students from public schools attended classes at the night schedule from 7:00 P.M. to 10:00 P.M., and from Monday through Friday. These students also attended school on Saturdays from 08:00 A.M. to 12:00 P.M. In the private school the students attended classes in the morning, from 07:30 A.M. to 2:00 P.M., from Monday to Friday. Ninety nine percent of students were male in public school while in private 75% were male and twenty five percent female. Thirty classes were observed; fifteen in each type of school; five in each grade, and a forty-five minutes of duration of each class.

Procedures

Firstly, the research was done by consulting a wide range of bibliographic resources such as books, magazines, Internet web pages, and sites. Then, it was necessary to obtain educational institutions approvals in order to observe the English lessons. It was a kind of hard process due to the nature of getting approval because of the lack of confidence on external evaluation.

The general approach of this study was Qualitative and Quantitative. The collected data was explored, analyzed, described, and compared. Reading, note taking, and surveys were the techniques used. Data collection formats, observation formats, tables and questionnaires were the instruments applied.

The observation process applied for each class was as follows: first the teacher was introduced by the supervisor, then a strategic space was selected to better observe the class. The observation format was read in advanced and was completed according to the parameters needed to achieve the research goals such as appropriateness, pertinence, quality of the material, and learning styles since these aspects where the focus of the observation. Next, the survey was administered to student at random. Once the five observations were finalized, a questionnaire was also applied to each teacher. The questionnaire, which was written in English, referred to the use, importance, and preference of supplementary material in their lessons.

The process of data was done as follows; on one hand, the qualitative analysis focused on the use of pertinence, appropriateness, and quality of the supplementary material during the thirty observed classes. On the other hand, the quantitative information collected through the questionnaire was included on the charts previously prepared as an aid to summarize the data collected. . This information was transferred to the Excel program to create graphs of frequency and percentages that were calculated and represented in pie-statistics graphs. The quantitative analysis was also done to compare both public and private school results. The results were analyzed and interpreted in order to present conclusions and recommendations.

DISCUSSION

Literature Review

Making students learn or acquire effectively the English language in a friendly atmosphere is the main goal of every language teacher. Most of the time, we are tired of standing on our heads to get the attention of students. Without motivation, students certainly fail to make the necessary effort. Not all the students are motivated in the same way due to their different learning styles; that is why, teachers must consider diverse parameters to succeed in class. One of the main aspects considered to achieve the above already mentioned goal is motivating them extrinsically through "operant conditioning and social cognitive" processes Mejía (2009, p. 9) such as: a) a positive attitude of the teacher, b) a vital teaching-learning methodology, c) an appropriate level of resources and supplementary materials, among others.

Since it is important to analyze many other aspects that the learning process involves, this work covers themes such as the necessity of learning English as foreign language, different approaches of learners motivation, learning styles, contexts to take into account when teaching EFL, as well as an overview of learning differences among adults, adolescents and children.

A very important topic focused on this work deals with methodological procedures for teaching adolescents despite the fact that it is critical to identify the best methods to ensure success for this group. Previous studies regarding this exciting theme have been reviewed as a way to enrich knowledge and take into account some data and recommendations made by experienced authors.

Teaching English as a Foreign Language

Mastering or having a well-organized domain of a foreign language is important. The common sense could lead us to choose the most spoken language overseas, Mandarin Chinese, which is spoken by the highest number of people around the world, according to Rossenberg (2007). This statement will change if we consider other statistics, which mentions the current importance of English as a lingua franca. Saleheen (2011, p. 1) states that “1.68 billion people in total use English as a second language or learn as a foreign language ... 46% of total population of the world including both native and non-native speakers communicates in English”.

The necessity of learning English has been growing since World War II. The US government realized how vital communication was during this period. For this reason, the government decided to focus on supporting the English learning and the first methods of teaching and learning ESL were born. Nowadays, English is greatly spreading and gaining much more importance in many other technical and scientific areas apart from geo-politic, economic, social and cultural issues.

Regmi (2011) finds that employment opportunities, communication for business or recreation as some of the necessities to learn English. The skill of knowing a second language empowers a person both in terms of social and economic parameters. Some countries like India or Hong Kong have realized those facts; hence, they adopted English as their official language.

Saleheen (2011) also emphasizes the importance of English in education. He mentions that the top universities of the world use English as their official language.

Most of the books used in College are written in English, and therefore, it is fundamental, for people who are pursuing higher academic achievements to acquire English proficiency.

Learners Differences among Children, Adolescents and Adults

Relying and serious studies have been conducted on the learning process and the different groups of learners. Anthropology is the science, which deals with this research that has to do with the teaching-learning object orientation. Therefore, and due to the different characteristics, needs and necessity analysis of learners, Anthropology has classified the groups of apprentices according to those features. Booth & Rowsell (2007) consider the following classification: *Pedagogy* for learning and instruction with children, *Hebegogy* for learning and instruction with adolescents, *Andragogy* for learning and instruction with adults, *Gerontogogy* for learning and instruction with elder adults, and *Heutagogy* for learning and instruction with self-directed learners.

Rodríguez (2006) states that “Hebegogy is a science that studies the education of adolescents during their period of middle and high school. It is a tripartite relation: students, teacher, and experience of learning. Chuy (2011) refers to other characteristics of the adolescents, which is important to take in consideration since they may increase the success of future classes. Adolescents are used to receiving fast information. They prefer graphics rather than texts. They work better on internet and love to get small rewards.

It is quite known that there are differences in the way that children, adolescents, and adults learn. For instance, children acquire the language naturally, and by playing and laughing, and obeying commands or instructions (TPR: total physical response). Warring (2008) suggests that a teacher has to bear in mind that it is very important to make classes enjoyable while teaching to children under five. Concerning adolescents, the method still works; the only aspect to consider is the level of fun used during the lesson since it will lead to lose class control if it is not managed properly. Humor is the characteristic that makes lessons laughable but humor in the English classroom has more than just the effect to induce laughter. It brings together a chain-reaction by increasing the motivation of learners, self-esteem, and self-confidence, which creates a positive classroom atmosphere for a smooth acquisition of the language Warring (2008) stresses the importance of maintaining engaging classes. He mentions that if at early age students dislike English, this behavior will continue, as they grow older. It means that we will have a less dedicated student. It is obvious that at any age, a student will enjoy entertaining classes; however, an adult would better appreciate the efforts that a teacher could make to fulfill their objectives as they can engage with abstract thoughts, have a whole range of life experiences to draw on, tend to be more disciplined. They are often prepared to struggle on despite monotony. They come into class with a rich range of experiences that allow teachers to use a wide range of activities with them.

Regarding the learning ability, Saville-Troike (2006, p. 82) states: “brain plasticity is listed as younger learners advantage, older learners are advantage by greater learning capacity, including better memory for vocabulary” The authors mentioned that

adults also have superior analytic “since they are able to understand and apply explicit grammatical rules”. This proposal contradicts our traditional thinking as regards the ability of children to learn faster than adults do. Brown (2000) also talks about the superior cognitive abilities as well as more developed abstract thinking of adults, which also includes adolescents above twelve. The attribute is still in development among children; therefore, they would not be able to understand concepts that have multiple meanings or interpret more ideas. It is important to keep in mind that experience and previous education will also help adults and adolescents to transfer L1 to L2 and as consequence it accelerates learning process.

One important difference refers to self-esteem. Authors like Saville-Troike (2006) and Broughton (1978) indicate that young learners may be less inhibited to talk and receive input from others since they are less formal than adults are. In contrast, Brown (2000, p. 92) considers that “adults often bring a little of general self-confidence (global self-esteem) into a classroom, their fragility of egos may therefore not be quite as critical as those of children”. The author also mentions about adolescents advising teachers on how important self-esteem is during this stage “one of the most important concerns of the secondary school teacher is to keep self-esteem high by avoiding embarrassment of students at all costs, affirming each the talent and strengths of each person, allowing mistakes and other errors to be accepted”. Therefore, a good technique to keep adolescents active and motivate is reassure their self-esteem and be very careful when feedback or negative comments have to be given to them.

Learners Motivation

There are several studies that show how engagement decreases along the time. For instance, Blue and Cook (2004) state that about five of every one hundred young adults enrolled in high school in 1997 left school before October 1998 without finishing it. One of the main reasons was the lack of motivation. In fact, Mejía (2009) mentions that "a humane, sensitive, and a confident atmosphere should be considered as major and vital factors in the classroom management to encourage learning in students as well as to achieve better results in the EFL classes".

There are two main types of motivation, intrinsic which relies with a individual interest that makes a person to achieve an objective, and extrinsic motivation where an external reward makes the person act in a specific way e.g., praising, grades, and so on. Brown (2000) indicates how important it is to give students the opportunity to learn English for their personal interests and encourage them to continue working since this attitude will increase the chances of his or her success.

Sprats (2005, p. 38) comments that "motivation is the thoughts and feelings we have which makes us want to do something, continue to want to do it, and turn our wishes into action". The author also suggests that in order to increase motivation among young adolescents, we must develop a good relationship with the learners, personalize the learning process, or just make classes interesting. Since intrinsical motivation is very powerful, spending some time learning about the main motivations of our students is necessary. This information will help to focus on their needs and prepare classes and supporting materials according to their issues.

On the subject of extrinsic motivation, it is important to recall that people also react through stimuli. The use of small prizes, positive feedback, and meaningful attitudes could help to encourage students in the learning process. Supplementary materials may also be part of them and will work extremely well especially when a topic is hard, abstract or difficult to learn.

Learning Styles

After reviewing the classification that different authors have regarding learning styles, it is concluded that they have many similarities since the different styles mentioned are based on senses. It is interesting to analyze the position of Honey & Mumford (2000) who used a questionnaire to prove that most people have never consciously considered how they really learn. The authors also consider that people move constantly from one model to other and it depends on what they are learning.

Using a wide variety of strategies and supplementary materials is important to acknowledge the learning styles and multiple intelligences of students. Fleming (2011) classifies learning styles as follows: V stands for visual and refers to all information presented in maps, charts, pictures or any other material that represents words; A stands for aural or auditory and has to do with the information that is heard or spoken. People who have this learning style learn better, when they converse or use any audio method. R stands for read/write and includes all methods that use words. The author explains that students and teachers have preferences for this method because they are able to write well and read widely. Traditional education has helped to spread this method. K stands for Kinesthetic and this preference refers to experience and practice. It means

physical activities. Besides, it includes practice and learning by doing and experiencing. Reid (1987) ran a study on ESL students learning preferences and he concluded that foreign students strongly preferred kinesthetic and tactile learning styles.

Gardner (1999) and his theory on ‘Multiple Intelligences and Learning Styles’ argues that students will be better served by a broader vision of education, in which teachers use different methodologies, exercises and activities to reach all students, not just those who are good at linguistic and logical intelligence. He encourages teachers to find ways that can achieve learning acquisition of any topic.

Teaching Techniques for Teaching Adolescents

According to Broughton, Brumfit, Flavell, and Pincas (1978, p. 174) “there are two stages in producing appropriate teaching, first is the preparation and selection of materials, (course books, exercises, visuals, etc.) and second is classroom organization”. The authors believe that it is essential to revise the material personally to ensure appropriateness and organize the class using a lesson plan. Dinham & Rowe (2008) also agree with Broughton *et.al.* about planning and implementation, but they also suggest evaluation as a third element. This additional feature would be important in order to check whether techniques are working well among students.

A good practice to pursue with teenagers has to be with the use of their literacy level, “Written language can support oral development since literacy skills become well established, written texts of all types offer a valuable source of new vocabulary, secondly the cognitive maturity of secondary learners can be exploited” Cameron (2003,

p. 111). This strength will help to create a great number of activities to address the different learning needs that a teenager presents.

Raimes (1983) proposes seven questions to plan writing classes. He states that any activity has to be interesting and relevant for pupils, especially when students are teenagers. In the case of writing, which is an important part of language acquisition, the list encourages teacher to question himself about topics to write, how to make the subject meaningful, what the correct time is or how to deal with errors. The author points out that a teacher must be aware of these seven inquires in order to ensure that the activity will be meaningful for adolescents and increase their interest and motivation.

Dinham & Rowe (2008) considers feedback as another an important element to take in consideration when teaching adolescents. He indicates that the educator must keep monitoring and assuring that the given information has been understood and all needs fulfilled before presenting new topics.

Contexts for Teaching English

Brown (2000) emphasizes about the importance to create the context during classes and gives some guidelines to help to compensate for the lack of real communicative situations outside the classroom. He suggests the use of class time to practice real language as well as interaction with other students. It would help to experience authentic uses of English in their own lives and provide new and unique experiences.

Saville-Troike (2006, p. 82) refers to linguistic contexts as “elements of language form and functions associated with the variable element”. She refers to psychological

context as factors associated with the amount of attention that is being given to language form during the production of the automaticity level versus control in processing or intellectual demand in a particular task. She also refers to macro social contexts with similar position as Regmi (2011) who points out that when he analyses how a learner adopts the new target culture, he or she may also incorporate his or her own L1 culture. Consequently, the integration of local culture and context is expected while a foreign language is being learned.

In summary, it is particularly important to learn about students and understand their culture, but it is also important to teach the English culture because language is not a set of words, phrases and sounds. It is a compilation of traditions, situations, principles, and beliefs of a group of people with similar characteristics.

Supplementary Material

According to Prastyo (2010) supplementary materials are significant and they are additional resources which are added to the original material and have the capacity to inform independently from the original resource. He states this material supports the information that a person gives, and its role clarifies the ideas exposed by the speaker as well as it makes the theme more interesting. Other aspect mentioned is variety, which means that teacher should not rely excessively to one type of material but include enough amounts of ideas that make them clear and compelling to students.

Madrid, D (1989, p.381) presents an important role on supplementary material, dealing with how the use of them can create special conditions where teachers and students may interact Spratt (2005, p. 115) suggest that supplementary material is

“didactic material often used as a link or element between the teacher and reality”. The author mentions, other elements called teaching aids defined as any “resource and equipment available in the classroom” Spratt (2005, p. 119). Examples of these aids are cassettes recorders, CD players, and video recorders.

Types of Supplementary Materials

Supplementary materials can be defined as “books and other materials used in addition to the coursebook” (Spratt, et.al. 2005: 115).

According to Derecki (2011) visual materials can be used to learn new vocabulary, spelling, and numbers as well as help to increase understanding. Materials like an audio CD, dialogs, and songs are very useful to practice listening and speaking skills. Audiovisuals like movies or videos help to contextualize words since they show gestures, actions and body movements. Realia refers to any real material used during the class.

Other authors like Madrid (2008) and Hanin & Naaman (2009) list a variety of available materials indicating that these additional materials not only contribute to make classes more interesting but they also add variety, and they support the teaching-learning process in heterogeneous classes. Finally, teachers might use this material when the book does not include enough topics or it is not suitable for the class level.

Madrid (2008, p. 232) adds that through materials usage, it “can be seen that some of these media are purely visual or auditory, but others integrate images and sounds. Some require a passive attitude by the students, but others are interactive and require more activity and participation.

As it has been analyzed so far, that supplementary material has a riveting relevance in the classroom management due to its effectiveness in the meaningful learning process as well as its validity and vitality to encourage students to be involved in real and authentic situations. In order to support all the previous statements, some evidence obtained overseas by other investigators who researched supplementary material is detailed. Their experience on research and the results obtained widely contribute to increase knowledge to be applied in this investigation.

The purpose of the study was to understand whether online learning games can benefit learners. It was conducted between 100 freshmen students from Hong Kong University through qualitative and quantitative methods. Five steps were involved: pre-test, learning process, post-test, survey questionnaires, and finally, interviews. There were two lessons each week and each lesson lasted 50 minutes. In the first three weeks, the subjects in the experimental group were asked to carry out online vocabulary, exercises regularly done in class and in their own time before exploring the two designated web sites. The teachers provided guidance in class and from time to time observed the work of students. This ensured that both the control and experimental groups were learning the same words. A number of activities designed to help subjects develop strategies for vocabulary learning, namely drawing mind maps or concept maps, drawing pictures or diagrams among others, were used in the lessons in the control group. Questionnaires were given to the experimental group to evaluate the online resources in terms of design and effectiveness to learn new vocabulary. Five students

were asked to attend a group interview to elicit a more in-depth understanding of their opinions and attitudes towards the online learning games.

First, they investigated whether there was any difference in English proficiency between the experimental and control groups before and after the treatment. During pretest the differences between groups were not significant but after posttest the experimental group has a much larger mean score than that of the control group in the posttest. The results appeared to suggest that learning with the vocabulary web sites, which included games, is more effective than activity-based learning. Limitations included problems to connect to technological devices. Other limitation could also be that students were not good enough using internet and others technological material.

A similar research to find the point of view of students was carried on from Son (2008). He studied the use of web site as a supplementary resource for teaching English as a second language. Twelve ESL students (7 male and 5 female; mean age 27, ranging from 18 to 41 years) were included within the study conducted at the University of Southern Queensland, Australia. The Web site provided session plans for ESL students containing activities such as quizzes, gap-fill exercises, jumbled-sentence exercises, ordering exercises, and others to learn grammar, vocabulary, reading and listening. Teachers provided students with language exercises directly related to their classroom lessons in line with the evolving syllabus of their language courses. Through a self report questionnaire the opinions of the ESL students was gathered. The researcher wanted to know if the use of web site was useful for students to learn second language. In general, the students showed positive opinion regarding the use of the Web. The

students agreed that they enjoyed the Web activities and would like to use more activities. Web-based language learning (WBLL) increased students motivation through language acquisition.

Study dealt with the use of motion pictures to teach Business English at Shanghai International Studies University. The researchers made personal inquiries of more than 60 Chinese and foreign English teachers regarding their use of full length commercial movies in the classroom. From this experiment it became clear that there are a group of careless teachers that use movies in the classroom more as a babysitting device because their employer has failed to provide teaching materials. Other group of professionals uses movies primarily to supplement existing curriculum. The study concludes that appropriate and effective use of motion pictures requires a range of elements: (1) movies that are at one and the same time educational, informative, and entertaining; (2) a workbook linked to such movies that enables students to get ready beforehand; (3) most importantly, a range of classroom activities to induce and elicit timely and optimal output from the students, so as to make talking and writing about communication easier and more effective.

This first conclusion led investigators to inquire them if movies can be beneficial in teaching English, why not utilize them to teach business English, business, culture, history etc.? To find out this new query, they started other research. The researchers chose the movie “Working Girl” and made a compiled a vocabulary list with words and phrases that students might not be easily understood.

The movie was showed to a first group a 3rd year class of fifty business students. After a small introduction to the movie, students watched the movie. Any movie vocabulary was pre-taught. During the student's viewing of the movie, more than half of the students dozed off, started chatting or playing games on their cell phones. The post-viewing discussion was weak and involved a small group of students. The second group had the same characteristics, this time the researchers informed the class that one of their final exam questions would come directly from the movie as an additional motivator. Similar results as in the first group were found. The third group showed same results even though previous to the introduction to the movie, they learned list of movie words. The next group had five hundred 1st, 2nd, 3rd and 4th year business major; the investigators asked the students to make their own lists of words and phrases. In post-viewing discussion with the students, it was discovered that they were so busy compiling their lists that they were unable to comprehend the theme of the movie. Finally other group of fifty 3rd year business majors was included. This time the examiners gave them the students' combined list with definitions, one week in advance of viewing the movie. When this group watched the movie, no one fell asleep, no one chatted and no one played cell phone games. The post-viewing discussion was lively, invigorating, and exciting, participated in by moiré than 90% of the students.

Other research was focused on analyzing the impact that videos have on listening skill. The study took place in public university in Colombia, located in the coffee area. Five students native Spanish speakers: 4 females and 1 male (ages ranged between 17 and 20) were randomly selected from a group of 26 students. Although, they instructed

the whole group, data were collected only from those five participants. The data was collected through instruments such as Field notes as an instrument that serves to identify and follow processes, Post video activity questionnaire used by students to reflect about their learning process, and comprehension test during and after the presentation of each video to identify the impact of videos in listening skill. The results concluded that video strategies the students were positively impacted in their listening comprehension skills. Furthermore, the research found that the students, in the interviews, mentioned how video exposure had increased their motivation.

The study was done with a group of four sophomore classes chosen randomly from different major classes like nursery, engineering, and computer technology. The students were divided in two sections, the experimental group and the control group. Those two groups were taught differently. The experimental group (EG) was assigned to a foreigner teacher from an English speaking country that used supplementary materials in class. On the other hand, the Control Group (CG) was assigned to a local teacher who followed the departmental syllabus. In order to collect the information of the research quizzes were applied to evaluate the progress of the students. The results of the study showed a clear difference between the marks obtained by the EG which were noticeably higher than the CG. The fact that EG worked with extra materials and the native speaker teacher was the main reason. The study showed that the use of extra materials during the class, not matter the subject, improves the skills of the students. It could be achieved because students gain when they study with others using motivating materials.

An interesting study was carried out by Gonzalez, (2006) in the Universidad of Antioquia. The objective of the study was to demonstrate the effectiveness of the materials and its use to guarantee a good learning process. The study was done with the participation of student teachers who attended “Materials and Design Course”. Those teachers practiced in several High Schools using different materials to teach English as Foreign Language. The materials used were elaborated and apply by them. To collect the data, documentary analysis from the course was used. Evaluation files were used with students and teachers. To analyze the results support of semiotic analysis of the data was implemented. This research exposed some contradictory results. One of the most noticeable fails was that, although the program of the University, and the student teachers were confident about their knowledge and preparation about materials, during the practice many empty spaces were found.

The author concluded that the preparation that teachers have during their career was not enough. Although teachers force them preparing materials, the sources are very limited in the educational system. The difference between the learning processes developed in some schools is very big compared to some institutions which can access to more resources.

Results

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

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

Author: Alba Tobar

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
Visuals	Flash cards	✓	
	Power point presentations		X
	Maps		X
	Pictures		X
	Charts	✓	
	Handouts		X
	Posters		X
	Word cards		X
	Dictionary	✓	
	White / black board	✓	
Audio	Songs		X
	Dialogues		X
	Stories		X
	Tales		X
Audio – visuals	Videos		X
	Movies		X
	Documentaries		X
	Interactive exercises computer	✓	
Realia	Objects (toys, plants, fruits)	✓	
Online	Websites		X

Author: Alba Tobar

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

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

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

Author: Alba Tobar

Source: 1st year

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

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

Author: Alba Tobar

Source: 2nd year

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

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

Author: Alba Tobar

Source: 3rd year

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

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

Author: Alba Tobar

Source: 1st year

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

Variable	Indicators	1 st Class		2nd class		3rd class		4th Class		5th Class	
		Pert	App	Pert	App	Pert	App	Pert	App	Pert	App
Visual	Flash cards	X	X	✓	✓						
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White / black board					✓	✓			X	X
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audio-visuals	Videos										
	Movies										
	Documentaries										
	Interactive exercises							✓	✓		
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Alba Tobar

Source: 2nd year

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

Variable	Indicators	1 st Class		2nd class		3rd class		4th class		5th Class	
		Pert	App	Pert	App	Pert	App	Pert	App	Pert	App
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White / black board	✓	✓	✓	✓	✓	✓				
	Dictionary									✓	✓
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audio-visuals	Videos										
	Movies										
	Documentaries										
	Interactive exercises			✓	✓						
Realia	Objects (toys, plants, fruits)									✓	✓
Online	Websites										

Author: Alba Tobar

Source: 3rd year

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

Variable	Indicators	Public f	Private F
Visuals	Flash cards		
	Power point presentations		
	Maps		
	Pictures		
	Charts		1
	Handouts		
	Posters		
	Word cards		
	White / black board	4	2
	Audio	Songs	
Dialogues			
Stories			
Tales			
Audio – visuals	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL		4	3

Author: Alba Tobar

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

Variable	Indicators	Public f	Private F
Visuals	Flash cards		2
	Power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White / black board	3	2
	Audio	Songs	
Dialogues		1	
Stories			
Tales			
Audio – visuals	Videos		
	Movies		
	Documentaries		
	Interactive exercises		1
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL		4	5

Author: Alba Tobar

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

Variable	Indicators	Public	Private
		f	f
Visuals	Flash cards		
	Power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters	1	
	Word cards	1	
	White / black board	2	3
	Dictionary		1
	Audio	Songs	
Dialogues			
Stories			
Tales			
Audio – visuals	Videos		
	Movies		
	Documentaries		
	Interactive exercises		1
Realia	Objects (toys, plants, fruits)		1
Online	Websites		
TOTAL		4	6

Author: Alba Tobar

Chart twelve: Frequency of use of supplementary material

Years	Public (f)	Private (f)	TOTAL	
			f	%
1 st	4	3	7	27%
2 nd	4	5	9	35%
3 rd	4	6	10	38%
TOTAL	12	14	26	100%

Author: Alba Tobar

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	Flash cards					
	Power point presentations					
	Maps					
	Pictures					
	Charts					
	Handouts					
	Posters			1	1	8,3%
	Word cards			1	1	8,3%
	White / black board	4	3	2	9	75%
Audio	Songs					
	Dialogues		1		1	8,3%
	Stories					
	Tales					
Audio-visuals	Videos					
	Movies					
	Documentaries					
	Interactive exercises					
Realia	Objects (toys, plants, fruits)					
Online	Websites					
TOTAL		4	4	4	12	100%

Author: Alba Tobar

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	Flash cards		2		2	14,3%
	Power point presentations					
	Maps					
	Pictures					
	Charts	1			1	7,1%
	Handouts					
	Posters					
	Word cards					
	White / black board	2	2	3	7	50%
	Dictionary			1	1	7,1%
Audio	Songs					
	Dialogues					
	Stories					
	Tales					
Audio-visuals	Videos					
	Movies					
	Documentaries					
	Interactive exercises		1	1	2	14,3%
Realia	Objects (toys, plants, fruits)			1	1	7,1%
Online	Websites					
TOTAL		3	4	5	12	100%

Author: Alba Tobar

Description, Analysis, and Interpretation of Results

This section discusses the results from the aspects taken into account for the qualitative analysis, which are: pertinence (importance of the used material in relation to the content: topic and objective of the class), appropriateness (related to the level of the students and understanding), and quality (design and elaboration of the supplementary material). In addition to this, learning styles considered by the teacher were analyzed relating them to the variables proposed for this research study. These variables are visual, audio, audiovisual, realia, and online, which correspond to 18 suggested indicators.

Regarding the quantitative analysis, the number and frequency of the proposed indicators were measured. The data on quantity and frequency were organized, collected, and described in detail in charts based on the five observations made in first, second, and third year of the senior high school of one public and one private institution. The results were analyzed based on the information collected in the observation charts, surveys administered to students, interviews with the teachers, and personal criteria.

Qualitative Analysis

Public High School

Fifteen classes were observed in a public institution. During those days, real live process of teaching and learning were seen. Teachers had years of experience but their methodology, knowledge, and motivation did not match their experience. Since the reality of public school is limited, not only different methodological points of view were found but also different approaches to comply with the class objectives and the

curriculum. Some teachers used the classical supplementary materials such as white board and book while others struggled to use others occasionally. Supporting material is still in development within this school.

1st year

Whiteboard

During the first class observation, it was noticed that the teacher did not use any other material rather than the whiteboard and book. She said that the use of supplementary materials has been forbidden by the Ministerio de Educación because students must not buy any other material rather than the textbook.

The theme of the first attended class was *New Year Celebrations* and the topic was *Simple Present and Simple past*. The objective of the class was to reinforce Simple present and past tenses.

The teacher started telling the students how she had celebrated the festivity in her family. She was very specific and wrote three sentences on whiteboard regarding her experience. Then, she asked also students to share their own experiences. Next, she asked students to go to the whiteboard and write their statements. After writing every sentence, the teacher made students to identify the structure of simple present or simple past sentence accordingly by underlying the verb form. Along with her explanation, she often wrote on the board key words or phrases to ensure that students understood her explanation. The whiteboard for her was like a notebook where she wrote important ideas as well as examples and structures. This learning tool was considered to be pertinent because the use of sentences to explain the grammatical structure as well as

underlining to differentiate both type of sentences helped teacher to achieve the class objective.

The use of the whiteboard was appropriate since the pupils had the chance to contrast the differences between present and past simple and understand words or phrases told by the teacher during the oral explanation. This practice made students keep connected with the topic. At the end of the class the students were able to write correctly both structures.

The teacher used color markers to underline and circle the key words and sentences which also helped to draw the attention of the students to the structures written. The quality of markers and handwriting was good.

The whiteboard was also used in the third class observed. The topic of this class was *First Conditional* and the objective to reinforce first conditional that had already been introduced in a previous class.

She started by asking students how much they remembered about the use of first conditional introduced last class. Every time students said something correct about the topic, she wrote it on the board. After receiving all the important needed aspects to construct the first conditional, she encouraged students to practice the structure with their own ideas. During the rest of the class, students wrote on the whiteboard a lot of examples referring to their own experiences. Some of them were funny sentences that helped to make them enjoy the class. She emphasized the parts of the structure all the time using the sentences written by students. The use of whiteboard along with oral examples helped students to master the use of first conditional. Brown (2000) suggests

that the use of the class time to practice real language as well as to interact with the students would help to experience authentic use of English in their own daily lives and provide them new and unique experiences. Since the use of the white board to teach the class, supported the achievement of the goal of the class, it can be concluded that the use of this supplementary material was pertinent.

The management of the white board was considered appropriate based on the fact that students were able to create their own sentences correctly. They looked relaxed and confident about the topic of the class.

As mentioned in the other classes, the clear handwriting as well as the use of different color markers supported the class accomplishment and comprehension of the students.

In the fourth class the same supporting material was used. This time the theme of the unit was *Lighting*. The topic was *Second Conditional* and the class objective was to introduce and practice the use of Second Conditional. The teacher used the whiteboard to introduce the grammatical structure. She wrote the different parts of second conditional with different colors. Then, she recalled together with students the structure of first conditional as a way to show the differences between them. This initiative helped students to contrast both topics. The teacher wrote few more sentences to explain the new topic. During the rest of the class, she just explained the second conditional by using oral examples. Every time that a new sentence was said, she stressed the different parts and explained again showing the structure written on the board. Since the new topic was difficult to understand, she used examples to exaggerate situations and better

explain imaginary circumstances or dreams that were a good way to internalize the concept. She took advantage of humor as another strategy. This method was good and kept students aware stimulating their participation. Warring (2008) suggests that teacher has to bear in mind that it is very important to make enjoyable classes. A good level of humor creates a friendly atmosphere for effective class participation.

It was observed that the supplementary material was not used constantly even though the topic was difficult to teach. Due to her ability to explain orally, the teacher did not need to write a lot. This common practice among the other professionals was mentioned by Fleming (2011) who said that students and teachers prefer the use of visual aids because they are able to write well and read widely. Although, the white board was used for a short period of time, it was appropriate as a resource to teach the grammatical structure and to reinforce the oral explanation.

The supporting material was appropriate and helped students to identify the key characteristics of second conditional and contrast differences versus first conditional according to the age and level.

The size of her handwriting was big enough for the students to see and the colors markers used were also adequate.

The whiteboard was used in the fifth class attended. The topics of the class were *Past Perfect, First and Second Conditional*. The objective of the class was to prepare students for the second quarter test. The teacher arrived earlier and wrote on the board five sentences. When students came to the class, she asked to copy the sentences written in advance in their notebooks and to identify the different parts of the sentences and

circle the ones using second conditional, underline the sentences using first conditional and make a red check mark next to past perfect sentences. Once the task was performed, she made students open the book and work on tasks three and four from it. She walked by every student and explained any doubts. About 10 minutes later, she asked students to go to the whiteboard and write the answers. Most of the students did well, and in case they made a mistake, she took advantage of the sentences written to point out once more the correct structure of the three topics subject to review. Even when the teacher did not use any other kind of supporting materials, the whiteboard content organization contributed to clarify any doubts and interact between the teacher and the students. Consequently, it was pertinent in relation to the content and objective achievement.

Students were very active. The teacher used the white board in a dynamic way. Due to this fact, she kept students interested in her classes. The material helped students to interact; therefore, it was appropriate to their age and level.

Regarding the quality of the material, the sentences on the whiteboard were well organized in such a way that students could see and identify clearly the examples displayed on it.

Learning Styles

According to Gardner (1991), students have different kind of intelligences and learning styles. That is the reason why they learn, remember, perform, and understand in different ways. Other authors, like Flemming (2011) and Honey & Mumford (2000), also refer to the different learning styles that are present in students. During the observation of the students of first year in public schools, it was noticed that this

important aspect of education was not present in the mind of the teacher. The only learning style used by the teacher was visual. When the teacher was asked about it, she explained that the use of this material has been prohibited by Ministerio de Educación which means that the only way to work with supporting material was by buying it herself.

2nd year

Whiteboard

The frequent use of whiteboard was common among teachers in this public school. This was the only material used in three of the five observed classes in second year.

In the second class observation, the theme was *Thanksgiving*, the topic was *Tag Questions*, and the aim of the class to introduce and write tag questions. Students worked with the book and whiteboard simultaneously. At the beginning, the teacher explained the definition of a Tag Question. Different examples of the topic were shown on the whiteboard in order to teach the grammatical structure. It was not easy; despite the fact that it was commonly used in normal conversations, it was difficult to explain the concept in English. Therefore, the teacher had to explain the new topic to students in Spanish. It is true that students at this age can understand abstract concepts as Brown (2000) mentions “adolescents above twelve have superior cognitive abilities as well as more developed abstract thinking”, but in this case after almost ten minutes trying to explain the topic in English without success, it was necessary to explain in mother tongue in order to continue with the content of the class. After students realized what a tag question meant, the class turned more participative. During this time, the teacher

also explained the type of punctuation needed to write tag questions properly. To ensure that students identify and learn how to include punctuation within this type of sentences, he wrote a sentence on the whiteboard and placed the comma and question mark in its proper place with another marker color. The teacher asked students to pick the examples from the book and wrote them on the white board. Every time that a new sentence was written on the board, the teacher recalled the main structure and the punctuation. After numerous exercises, the students seemed very confident regarding the use of the new topic. It is considered pertinent the use of white board because it was a good support that helped teacher to achieve his goal.

The whiteboard was used appropriately according to the level of the students, who could participate and reproduce new sentences. Most of the sentences written by the pupils were correct.

Regarding the quality of the material, the teacher encouraged students to write with print letters which helped to read easily. This time the teacher just had one color marker. It could be better to use more colors and other writing techniques like arrows or circles to ensure an easy understanding.

During the third observed class, the same material was used. The class topic was *Tag questions*. The goal was to check the proficiency of the topic by checking homework. The teacher requested students to present their homework. He asked to swap books among them to correct the exercises. Some students went to the whiteboard and wrote the sentences. Teacher and students worked together to correct each task. He reviewed with the students if the sentence was correct and he provoked a discussion

when they found mistakes. The supplementary material was pertinent to achieve the class objective because through the whiteboard the pupils were able to recognize right and wrong sentences immediately. The young learners graded their classmates according to what was correctly written on the board. After finishing the task, the teacher included two more examples as a final attempt to make sure the whole class understood the topic.

The white board was appropriate for the students, because by using the whiteboard, the student not only shared the right answers but they also identify their mistakes in the homework. Many times during the class a loud “ahhh” was heard meaning that they could realize the source of their mistake.

The use of the material was suitable for the age of the pupils because the exercises from the homework were well organized and the calligraphy clear enough in order to facilitate the objective of the class.

During all the classes attended, the teacher used to ask students the date in order to write in the daily class report. In this particular class, the teacher asked students to write down the date on the whiteboard. One student wrote the date on the whiteboard wrongly, the teacher informed students that the topic of the class would be *writing dates*. The class objective was to write dates properly. The teacher questioned students regarding important dates in Ecuador and in the USA. All the responses were written on the whiteboard. Every time a new date was written, he uses the example to teach the main rules. He asked students to repeat after him the principal rules. They repeated them many times. The white board was the resource to show the different characteristics

that a date should include and this initiative was very useful to achieve the objective of the class. The rest of the class time, the students wrote some examples on the whiteboard in order to master the lesson learned. The whiteboard was a pertinent resource to teach grammar rule usage, and students showed secure about the topic.

The use of the material was appropriated for the students because the information that it contained was the base to identify the rules and to comprehend the correct way to write dates. It helped students to make the exercises confidently.

The students were encouraged to write clearly to ensure that the audience could read. The organization of the board was also good, but unfortunately the quality of the markers use was not good. Therefore, the writing was difficult to be seen by students from the back. It made students to complaint about it.

Dialogues

In the fifth class the topic of the class was *Tag questions*. The aim of the class was to reinforce the topic through listening.

The teacher brought a CD-player into the class, which made the students very interested. He explained to his pupils that this time they would have a listening class. The teacher shortly explained the task and the context of the dialogs. Every dialog was played three times and after finishing the exercise, there was a whole-class discussion. The discussion was about what they understood and how many times the students heard the use of Tag questions.

Among all the observations in second year, this was the only time where students looked happy, engaged, and motivated with the topic. The supporting material was

appropriate since students were able to accomplish the task, by the third time. They looked so happy counting and even discussing how many times the speakers used tag questions. The dialogs referred to teenagers interests so the adolescents were connected with the conversations. The teacher was very connected with those themes which made students to feel comfortable during the class. They seemed to understand the dialog which made them feel secure. According to Chuy (2011), adolescents have their own needs and interests and their own way to see life; hence, it is important that teachers and students get a good connection in order to find those interesting topics and work around them so that students are engaged to the learning process. The dialogs was a good tool and pertinent for achieving the class objective.

Even though the device was old the quality of audio as well as the volume was good. It allowed students to follow the dialogs and identify the topic.

Learning Styles

Regarding second-year analysis, the visual learning style was the mostly used. The audio learning style was the second one. Apparently, the role of the teachers in public schools was not focused on the needs of the students but in the achievement of the curriculum. As it was obvious, in the above-mentioned analysis, the whiteboard was the main aid to teach English in second year. It is true that this tool is effective to teach grammar, share exercises with the entire class, write instructions and much more, but it is not the only one and its continuous use turns the classes monotonous and boring. It should take into account that students have different interests such as technology, music, love, clothes and so on. Mejía (2009), states that the use of whiteboard will not

contribute to include their new interests on their lives and therefore the level of the comprehension decreases dramatically. The use of other supporting material changes the normal behavior of the class turning nicer and appealing. Therefore, it is important to review what materials may accomplish the different learning styles and start to incorporate them in the class management.

3rd year

Whiteboard

The Whiteboard was used in the first class observed. The previous class, students read a passage about *Yoga*. This time, the topic of the class was *Past Perfect*. The goal was to identify the past participle form of the verbs already learned and to pronounce them properly. Students were inquired to identify the tense form of every verb and change to present tense or past perfect from the article already read accordingly. A list of all recognized verbs was written on the board. While the teacher was writing the past participle form, students had to recognize that some verbs were just regular, and therefore she added < -ed > on red. When the verbs were considered irregular, she showed students how the verb changes its pattern on the white board. She also used the white board to circle the stress syllable to pronounce the verb correctly. The teacher pointed the verbs written on the whiteboard and asked students to repeat the correct pronunciation after her. She circled the syllables that have the stress to ensure a good pronunciation.

The whiteboard helped the teacher to demonstrate the differences between verbal tenses and the correct division of the words in order to pronounce them in the right way.

Students showed confidence about the theme studied. The way in which teacher used the whiteboard was suitable for their age and increased the level of understanding. On the other hand, supporting materials like, a video or dialog would be efficient to teach pronunciation.

The color markers were a key to contrast, highlight and show students the differences between present and past participle.

The whiteboard was also used in the fourth observed class. This time, the teacher used it to explain the topic of the class, which was the *Past Perfect*. His objective was to write sentences using past perfect. This was the second-class dealing with the same theme since the topic was difficult and students seem to be confused.

She explained the use of past participle and gave students several oral examples. Students kept asking questions so she asked students to open their books. The book contained examples about this matter. The sentences from the book were written on the white board. While she was writing the sentences on the board, she underlined the key parts of the sentences to make them clearer. The teacher used all her professional abilities to explain the topic to the students. The whiteboard was a good support. Bravo (2003, p. 3) states “board illustrates any explanation and let the development in an organized and coherent way”

While the class was taking place and more examples were written on the whiteboard, the students felt more confident with the topic. At the end of the class, pupils could read and write examples on the whiteboard to practice the new topic. The

material was appropriate to clarify the misconceptions and achieve the topic comprehension.

Due to the level of knowledge of students, the teacher used the board to reinforce the topic. It was a good support since just oral examples did not help a lot. It was appropriate according to the level of the students who could comprehend the topic.

The whiteboard was clearly organized with the verb information. The use of colors to show the differences in past tense were relevant to comprehend this matter.

Word cards

The theme of the second class was *The Ancient Rome*. The class topic was *New Vocabulary* and the class objective was to increase the vocabulary among students.

Firstly, the teacher asked the students to read the reading regarding Ancient Rome silently and carefully. After five minutes, she handed in some words cards to students. There were two different types of word cards, the cards that have new vocabulary and the cards where the meaning of the new vocabulary was included. The instruction given by the teacher was to match the word cards containing the meaning with the new word or phrase. Just a couple of students walked around the class to match the word cards and came back to teacher with the pairs. Since the teacher instruction was not clear for the students, the task was not fulfilled successfully. In order to stop the mess in the class, the teacher explained the task to the students in Spanish and the activity started again. Every time that a pair of students delivered a match, the teacher took both word cards and explained the new word and its meaning to the class. The problem was that with all

students moving around, it was quite difficult to pay attention to her simultaneous explanation.

Word cards are worthy supporting material to practice vocabulary already known but in order to teach or introduce new vocabulary flash cards, drawings, or any other visual or audiovisual material representing images would be a better idea. Pérez (2011, p. 1) supports this idea when she states “they are drawings or pictures that are good to present or strengthen new vocabulary, create context, discussions...” In this particular case, the material was not suitable for the objective of the class since word cards contained just words and there were no pictures. The vocabulary was very hard to understand just reading their meanings. It is important to mention that Perez (2011, p. 3), states that flash cards and word cards are a good tool to create activities that develop the linguistic and kinesthetic intelligence, logics, and more. Gardner is an important author that always recommends using these kinds of materials since within a classroom; there are students with different types of intelligences. The material was not appropriate as consequence it did not contribute to the understanding of the students. It is sad to realize that a good material organized wrongly can be worthless during the class.

Since the goal of the class was to introduce vocabulary and students reacted negative to the way teacher introduce the vocabulary, the material was not appropriate to the level of students.

The quality of the material was not good either. It was bond paper written in medium-sized letters with different colors. Some of the colors such as yellow and pink were hard to see from far.

Posters

In the last class the teacher had recognized certain difficulty of pronunciation of new vocabulary learned few classes ago regarding to *Ancient Civilizations*. It was true. The identified vocabulary during the previous classes was related to another culture, Greece. This was the third culture that the students reviewed in order to study *Past Perfect* which was also the topic of the class. Reinforcing pronunciation of the new acquired vocabulary was the class objective

A big poster was presented during the fifth observation. The poster contained the reading on Greece, a reading that was previously read. The poster also had a picture dealing with the traditions that ancient Greeks used to have. She had students read aloud the article to identify the wrong pronunciation and achieve her goal to improve their pronunciation skills. After the reading was done, she started to underline those mispronounced words on the poster. She explained that those words were pronounced wrongly. She made some students go to the front of the class and read correctly. When the student was in front of the class, she read the words aloud and the student practiced her pronunciation. Even though it was a good practice to integrate different abilities during the class like reading, listening and speaking, it was difficult for students to pronounce properly because they have in front of them the poster which made them focus on words instead of sounds. It was noticeable the wrong pronunciation of the teacher. Other audio materials such as dialogs or computer exercises would be more effective to achieve her goal. Therefore, the material was not pertinent to improve the English pronunciation of the adolescents.

Even though the material was different and attracted student attention, it was just the same reading the students had on their own books. The difficulty was seen when the teacher started to present writing but her objective was pronunciation and therefore students focused on writing and pictures but not focused on pronunciation. The material did not help to increase the speaking skills of the students; therefore, the material was not appropriate for their level.

The material of the poster had a convenient size. It was strong enough to carry along the classes and the letters as well as the pictures on it were clear and attractive for the students. It was considered that the material had a good quality.

Learning Styles

The third year teacher did believe on the use of different supporting materials, even though she commented during the interview that students do not value her efforts due to the fact their main goal in the senior year is to finish school. If the used materials such as the whiteboard, poster, and word cards are analyzed all of them are visual material and as consequence just one learning style was applied. According to Cameron (2003), it is important to consider the literacy skills that the adolescent already has in order to create a great number of activities that can address their learning needs. That means that with students at this age of maturity, many activities actually work so it would be easy to apply different kinds of supplementary materials and at the same time cover the different learning styles.

Private High School

Fifteen class observations were done in a private institution. It was a different experience since the dynamics and organization of the teachers as well as the curriculum was not coordinated by any English area coordinator as it was in the public institution observed. Teachers seemed to be younger and less strict and students looked relax. It was a good opportunity to analyze the other side of the education and contrast the use of supplementary material as well.

1st year

During the first and the other observations, the teacher always had the same behavior before starting her class. She greeted and asked students to clean the classroom. She mentioned during the interview that the students experiment an important change after finishing elementary school. Therefore, she needed to organize the class in order to calm down students to start working. There was no use of supplementary materials during the first class because the book was the single material used.

Whiteboard

The second class, where white board was used, was related to *A Place to Stay*. The lesson was focused on the *How to use will and going to*. The teacher was very serious. She just opened the book and started to teach the topic, students opened the book as well. The pupils seemed to know the page number; therefore, most of them follow her explanations immediately. Just few of them did not know the requested page number. She did not recall the last class. She just introduced the topic and started the class basing

her explanations on the information given by the book. She took advantage on the exercises from the book to interact with students by asking some of them to solve the examples. Every time that a student gave her a wrong answer; she explained the reason of the mistake and reinforced the principal context. As part of her strategy to strengthen the knowledge, she used the whiteboard to write the wrong sentences and correct them with another color of marker. This initiative helped students to identify between the correct and incorrect sentences and as consequence understand the topic. At the end of the class, she wrote the phrase 'decision now' in the right side of the board and the phrase 'decision before on the other side. The, she wrote a long line which started at the beginning of the word now with the arrow facing the right. Below the line, will was written in capital letters. Another long line was included on the other side of the whiteboard. This line started at the beginning of the word before and had the arrow facing the left side of the board. Below the second line the teacher wrote going to in capital letters and different color marker. When the drawing was done, she explained the correct use of going to and will again. Two more sentences based on her last initiative were written. This time the students helped the teacher to complete the sentences, showing confidence with the topic. This fact as well as the way that the teacher used the whiteboard to explain and contrast both topics are reasons to consider that the supporting material was pertinent to achieve the class objective.

The whiteboard was appropriate to the age and level of the students since it was used to write the sentences and draw the final explanation that helped the young learners to better recognize special time where one can use going to or will.

Regarding quality, the teacher used different colors to contrast write and wrong answers as well as to represent the time line. The handwriting and the organization of the sentences were also good.

The whiteboard was also used during the fifth class observed. The topic of the class was *Indefinite pronouns* and the objective of the class was to master the use of fifteen of them. This time, the central material was a cardboard chart and white board was used to write the examples to support the explanations given from the chart. The teacher wrote one or two samples of each pronoun and explained the use of it simultaneously. The young pupils followed the explanation and at the end helped their teacher to write the sentences. As per the confidence showed by the students during the construction of the examples, and the fact that whiteboard was a good support to complement the char, it can be said that the material supported the aim of the class and therefore it was pertinent.

The use of whiteboard was appropriate for the level and age of the students since as mentioned before, the pupils were able to match the information included in the chart with the examples written on the board and master the use each pronoun.

Regarding the quality, the white board as well as the use of colors and the quality of the handwriting was good and students were able to read the information easily.

Chart

As mentioned above, the topic of the class was *Indefinite pronouns*. The objective of the class was to master the use of fifteen of them. A chart was chosen as supplementary material to introduce the topic. The private-school students looked as if

they have better language basis; therefore, the development of the class was smoother. The teacher wrote on the board the theme of the class and placed a chart made in cardboard on the whiteboard. The use of this kind of material seemed familiar to the students because they knew how to work with the chart without explanations from the teacher. During the interview the students commented that the use of this type of material helps them to study for the tests.

The chart was divided into three columns, the first column had the list of the fifteen pronoun subject of the study, the second column included key phrases that explained their use, and the third column had an example. The pronoun was highlighted within the sentence which helped students to identify it easily on the chart. The teacher asked students to copy the chart on the notebook. When the students finished, the teacher explained how to use each pronoun supported with the key ideas written on the chart. As mentioned before one or two new sentences were written on the whiteboard to make the explanation clearer. The material accomplished the objective of the class since it was a good way to help students to understand the proper use of each pronoun. The material was also a good tool to memorize the key rules and identify the correct use of each one according to the situation. The use of a chart was pertinent since teacher could pass her knowledge to her pupils in a creative way.

The mentioned supporting material was also appropriate for the age and level of the students. This fact can be demonstrated because the young learners could comprehend the information given through the chart. They looked very satisfied with the material used by the teacher.

The chart was effectively organized with medium size print letters. Since there were a lot of words without any pictures or colors, it did not have difference comparing to the usual whiteboard. This fact did not bother students who appreciated the material.

Learning Styles

As indicated in the previous analysis, even though the teacher took advantage of other supplementary material, again both of them just targeted visual style. Mejía (2010) proposes different activities according to the different learning styles and intelligences. For example for visual intelligence, he suggests charts, diagrams, organizers, films, flash cards. The kinesthetic learning style would be supported by demonstrations, mime, and so on. It is essential that the teacher understands the importance of taking into account the different learning styles of their students if they want them to become successful and active during their classes.

Through the classes observed in first year of public school, it is noticeable how the style or method of the teacher can affect the development of the class. Regarding this specific case, the strict style of the teacher did not help to increase the focus of students regarding English. Many students need activities, interaction, audio, movements in order to learn. Using just visual supporting material and avoiding any other material had led the class to become boring. Students did not like or get engaged with neither the teacher nor the subject.

2nd Year

When the five classes of second year of private school were observed, something very weird was noticed. Spanglish was used during the class process and development.

Indeed, the teacher used Spanish and English simultaneously during the class. The mother tongue was used in other observations in order to explain an abstract theme, but this particular teacher combined two languages during the classes without any problem.

Flash cards

During the previous class, students read an article about *Musical instruments*, this time the theme was the same. The topic focused on *Connectors and new vocabulary* learned from the prior reading. The class objective was to write sentences and paragraphs using connectors as well as the new vocabulary learned from the article. The homework for the class was to bring at least one flash card with a picture of their favorite musical instrument. The teacher had also brought some flash cards with pictures of more musical instruments, if needed.

First, the teacher told students that the class would be separated in groups of four or five persons in order to do a contest during the class. He started to joke with some girls while giving indications. Then, he picked a student per group to show some flash cards to their classmates. The students had to talk about the instruments and discussed why they like or dislike them. After that, the group had to decide which one was their favorite instrument. The teacher asked students to write a paragraph explaining the reasons of their decision and contrasting with the others instruments. They must use a minimum of five connectors and five new words. Since the topic was relevant for adolescents, it was suppose to be an active and exciting exercise, but it did not happen. The teacher gave students fifteen minutes to do the task. However, during this time, the class turned to be a mess because students were walking around, laughing, and talking in

Spanish while the teacher was just talking to a student. After fifteen minutes, he asked to read the paragraph, but the task was not finished yet. Just one or two students did the task while the rest of the students were talking. The teacher got very upset and asked students to hand in the class works done in order to grade them. Students argued a lot and the class finished with no objective achieved and in a complete mess.

The use of flash cards to introduce new vocabulary was a good initiative. It was also a good idea to involve students in the creation of supplementary material as well as to make a contest game between students since they love to compete. Ruben (1999) stresses the importance of including games within learning since one of the principal characteristics that adolescents show is emotion. The author considers that the use of games during the learning process is a good method to teach adolescents. In this case, this method failed because of the lack of class management of the teacher.

The teacher did not have a clear idea of how to manage adolescents neither how to plan a class; therefore, he preferred to wait until the time was over and just then check the progress of the task. The result was a mess. The supplementary material was not pertinent because the objective of the class was not accomplished, but also because the teacher did not plan the class activities nor follow the task during its development.

Regarding appropriateness, even though the flash cards are good tools to teach vocabulary in adolescents of their age and level, the lack of organization and follow up did not support the achievement of the class objective.

The quality of flash cards was good. The cards had big and colorful pictures on it. They were really appealing to the students since they had a wide range of details, colors,

sizes. The teacher and students did not take advantage of these elements to make the class active and enjoyable.

The objective of the second class observed was related to the same topic as the prior class, *Connectors and new vocabulary*. This time the teacher was more formal. He informed students that there would be a punishment if they misbehaved during the class. The class environment was very quiet as students did not participate at all. Book examples were used to explain the use of connectors, the teacher asked students to highlight the connectors as a way to identify them and master the topic. By the end of the class, the teacher showed the flash cards once again and students created sentences orally using connectors and new vocabulary. This time, students put more attention to the explanations. The young learners used their book to learn the topic and the workbook to make exercises. At the end of the class the teacher asked to write two more sentences on the notebook and share with the class. The examples created were correctly written and therefore the teacher could finally accomplish its objective. Some homework to be done in the workbook was sent for the next class. The methodology used by teacher this time worked better. The use of flash cards was appropriate since they helped to memorize the new vocabulary and create interesting sentences using connectors.

Students showed proficiency using the new vocabulary. It was noticeable that the teacher never prepared the class and as a consequence did not have clear idea of the aim of the class. It was difficult to find out the objectives of the class, it was necessary to review the book and discuss with the teacher. During the survey, students told that he

never introduce any topic or objective to accomplish during the class, as other teachers do; therefore, they just follow the book. As a result, students do not like English. As mentioned before, it was seemed that the methodology of a teacher can be the reason of a demotivating environment or make the teaching and learning process a hard experience.

The material had a good quality since it was the same used it in the last class. The flash cards were appealing in design and size to meet the expectations of the young learners.

Whiteboard

During the third class attended, the topic was *Past Participle*. The class objective was to reinforce the use of past participle by checking homework. The whiteboard was used to correct the homework exercises. The entire class swapped notebooks. First, the teacher asked ten students to write one of the sentences done as homework on the board. Then, the teacher along with the rest of the students reviewed each sentence and discussed whether the student did correctly or incorrectly and gave a chewing gum as a prize to the students that did it right. Once again, the class got a mess since everybody wanted to participate and win the prize. After the exercise was done, the teacher asked students if they understood the topic. The answer was positive. He asked to give him their workbooks to register the exercise score in his grade book.

Due to the fact that the teacher wanted to share with the students the correct answers and take advantage of this activity to strengthen the topic, the whiteboard contributed to master of the topic. Therefore, the material was pertinent.

The whiteboard was the mostly used tool in classes and therefore, appropriate to visualize exercise structure, correct mistakes as a whole class, and share same error-information learning. The teacher had good initiative. Prizes are also a good way of getting a good empathy with students and motivating them despite the fact the class might turn unorganized. Students looked motivated during the class. Sprat (2005, p. 38) refers as the use of small prizes as an extrinsic way to motivate students, the author says that “it could help to encourage students in the learning process. Supplementary materials may also be part of them and will work extremely well especially when a topic is hard, abstract or difficult to learn.”

The teacher used different color markers to show the mistakes. This makes students visualize clearly the proper structure and spelling.

Regarding the fifth class, the topic focused on *Punctuation Rules*. The class objective was to write complete paragraphs using punctuation correctly. However, the teacher did not achieve the objective of the class. The methodology of the teacher led to fail the objective of the class again.

Before starting the class, the teacher wrote on the whiteboard eight punctuation marks with different color markers; next he wrote the main rules to use each mark. The students copied the information written on the whiteboard in their notebooks. The teacher did not explain much, he told students that the rules should be memorize. While students were writing the first part, he wrote a small paragraph which included many punctuation marks. He read the data included on the whiteboard, and this time he talked in English, which was not a common procedure during his classes. Students started to

ask about explanations because they did not understand. When he realized that students were confused, he made a short explanation in Spanish, because they run out of time. After the students finished copying the exercises, the teacher asked students to read a reading from the textbook to identify the use of punctuation on it. The class finished but students did not understand. The use of the whiteboard in this case did not contribute to the goal of the class.

The way that the whiteboard was used did not help to understand the topic since students were just limited to copy the information from it. The material was not appropriate since the students did not have the enough level of understanding in English to receive explanations in this foreign language; therefore, they have got disappointed turning the class to be a mess.

The use of whiteboard and different marker colors to contrast the differences and key concepts between every punctuation mark was good despite the fact that the material did not support the comprehension of the theme.

Interactive exercises in the computer

A new material was used in the fourth class observed. The class topic was still *Connectors*. The objective of the teacher was to practice the use of connectors in a dynamic way to strengthen the knowledge of the topic; therefore, he took students to the computer laboratory. There were not many computers so students had to share the machines available.

The material was interactive exercises that were used through the computers, the students heard the explanations from the teacher and then they started to work. On the

screen, a sentence with a gap appeared, below three options were displayed. The task was to place the correct connector in the gap. When the student accomplished the task, a cartoon appeared smiling and doing funny movements. On the other hand, when the student failed the cartoon appeared making scary actions like fainting. The teacher walked around the class explaining directly to the student the reason of his or her failure. He also congratulated the students who achieve 100% score. The material used to achieve the objective of the class was pertinent because he could reinforce the use of connectors in a cool way.

The students enjoyed the activity and seemed confident at the end of the class. They commented that the activity helped them to master the use of connectors; therefore the supplementary material was appropriate for their level and age.

The interactive exercises in the computer, as a learning aid, had medium quality. It was not so colorful and the drawings were plain but this fact was not an obstacle to engage students and contribute to the achievement of the objective of the teacher. The activity was fun enough to make the class interactive and enjoyable.

Learning styles

The second-year teacher was young and active. Even though he spoke Spanglish in his classes, some of his activities were creative and dynamic. He used contests as a technique to maintain students interested in the topic. Since school had a computer laboratory, the teacher used interactive exercises to practice one of the topics. This supporting material was great to work with students with different learning styles like audio and audiovisual. It was a good way to give room for other learning styles. He also

used the white board and flash cards to teach the language which support the visual style. The blend of different supporting materials was better than the other years reviewed previously. It was disappointed that the teacher, who actually realized the importance of the use of supplementary materials and other activities, during the interview, could not manage the class properly. He looked uncertain, but it might be because of the presence of a researcher during his classes.

3rd Year

During the observation of third year in a Public School, it was perceptible that the teacher did not have any lesson planning of the class. It was the same characteristic observed in the second year teacher. When the objective of the class was asked, the teacher could not answer and just took the book, looked for the last worked page and read the title of the lesson. The three teachers observed commented that they do not have a class coordinator and the Institution did not require lesson plans since the School is not bilingual.

Whiteboard

The first class observed dealt with *Gerunds*. The teacher presented a scary story about *Frankenstein*. The topic was interesting among students who looked enthusiastic. The class objective was to write sentences using gerunds and identify the difference with present progressive. The teacher used the white board to explain the rule of gerunds and wrote some examples. He also wrote some sentences using present progressive to contrast and make students realize the difference between both topics. Different color markers were used to explain those differences. The teacher interacted with students in

the creation of the sentences. He took some time to explain again when a student made a mistake. After many correct sentences written with the support of the class, the teacher asked students to read the passage about Frankenstein and circle the gerunds. When the task was done, the teacher reviewed the correct answers with the students. At the end of the class, he approached to students encouraging them to participate and pass to the white board to write more examples related to their interests like, girlfriends, popular soccer teams, and others. He congratulated their right answers which made students felt confident. Brown (2000) mentions that: “one of the most important concerns of the secondary school teacher is to keep self-esteem high by avoiding embarrassment of students at all costs, affirming each the talent and strengths of each person, allowing mistakes and other errors to be accepted”. Despite this good way to support self-confidence of students, some students looked relaxed and behave uncompromised during the class.

The use of the whiteboard to support the topic was pertinent since the material helped the teacher to illustrate the differences between verbs in present progressive and gerunds which was the goal of the class.

The exercises made on the whiteboard were also appropriate according to the level of knowledge and age of the pupils. They could easily contrast gerunds and present progressive verbs achieving comprehension of the topic.

The teacher handwriting was not big enough even though legible. The handwriting of the students was better but the whiteboard was unorganized because

teacher never erased the information previously written. The teacher used different color markers to make students comprehend the topic.

In the second class observed, the topics were *Nouns and adjectives*. The class objective was to pronounce nouns and adjectives properly. The whiteboard was also used in the second class as a supporting resource since the first supplementary material was interactive exercises in the computer laboratory. Students used the interactive exercises in the computer to learn the correct pronunciation of a list of nouns and adjectives given by the teacher. After fifteen minutes of practicing word stress with the support of the main supplementary material, the teacher wrote the vocabulary on the white board and asked students to repeat after him. Most of the students already knew the correct pronunciation, but the teacher wanted to ensure that the class objective will be accomplished; therefore, he circled each stressed syllable with red marker and asked students to repeat after him two more times.

The whiteboard helped students to reinforce what they already learned with the support of the interactive exercises; therefore, it was appropriate for the objective of the teacher.

The whiteboard was appropriate, since the teacher wanted to ensure that students stress the correct syllable of each noun and adjective listed. The whiteboard helped him to highlight it in order to avoid any confusion during the activity on the computer.

The quality of this supplementary material was adequate, the vocabulary and the

size of the letters displayed on the board were big. The teacher used red marker to highlight the stressed syllables, a technique that helped students to recognize them easily.

During the third class observed the class topic focused on *Simple past tense vs. Present Perfect*. The class objective was to contrast simple past versus present perfect to master the correct use of both tenses. Students started to work on the workbook. During the classwork, the teacher realized that students were confident regarding past tense. However, as present perfect was recently reviewed, they had troubles to complete the sentences on the workbook. The teacher decided to explain the main rules again. The teacher used the whiteboard as supplementary material to reinforce the knowledge by writing two similar sentences, one using simple past and other using present perfect. During the explanation he circled with a different color marker the key elements that differentiate both tenses in order to show them graphically. Many other examples using the same method were developed during the class. At the end, the teacher asked some of the young learners to go the whiteboard and write new sentences in past participle. Most of the class contributed to create the sentences.

It is consider that the use of whiteboard is pertinent because when the topic refers to difficult grammar structures like present perfect or past tense, the teacher need a visual supplementary material to show differences and make examples that the whole class could view and recognize. In this case, the teacher achieved his goal and students could write their own sentences using present perfect tense correctly.

Since the level of understanding was low, the teacher used ideas from students to create a large number of examples. The use of this strategy along with the support of the whiteboard where pupils could see and identify the differences versus both topics was appropriate for their age and level.

This time the quality of color markers used as well as the handwriting of the teacher was clear enough. The quality of the material also contributed to the success of the class.

Interactive exercises in the computer

As mentioned before, during second class the teacher took the students to the language laboratory where interactive exercises on a computer were used to achieve his goal. The topic was still *Nouns and adjectives*. The class objective was to pronounce nouns and adjectives properly.

The computer had a set of words and students had to build sentences with them. When the sentences were correctly written, students could listen to the correct pronunciation. They could also see where the noun or adjective had the stressed syllable, because the syllable was highlighted with a different color after the pronunciation. The teacher asked students to pronounce along with the voice on the computer as an attempt to memorize the correct intonation. The activity was repeated several times since all the students had to practice the same exercises.

The objective of the class was accomplished since the teacher used a pertinent tool which supported the learning process. It was evident how in such a short time all the group felt confident and could pronounce in a perfect way.

The interactive exercises used in the language laboratory were a good supporting material to learn word-stress pronunciation, which was the objective of the class. At third level, adolescents are quite familiar with technology; therefore, the use of interactive exercises was appropriate for their age and level. The number of the computers versus the number of students was not ideal.

The tool was easy to manage; the letters were big enough to read without difficulty, the speakers had the correct volume. The pictures displayed were not so bright and colorful, but this condition did not bother students who were engaged with the activity since the beginning of the class.

Dictionary

During the fifth class, dictionary was used as support to the main supporting material which was realia. The theme was *Getting in Trouble* and the topic *New vocabulary*. The aim of the class was to master new vocabulary. The dictionary was used to find out the meaning of the vocabulary given by the teacher in order to prepare the role play which was the main supplementary material used during the fifth class

Since this material was ideal to investigate and learn new vocabulary, the material was pertinent according to the first goal of the teacher.

The use of dictionary during the fifth class lasted shortly. Students could manage the dictionary easily since it was a well-known material appropriate for their level and age.

The dictionaries undoubtedly were excellent since they were Oxford or Larousse, even they were medium size words the meaning was easy to read. Consequently they had a good quality.

Realia

The theme of the class was *Getting in Trouble* and the topic *New vocabulary*. The objective of the class was to master new vocabulary. The teacher was very dynamic, during the fifth class. The teacher had requested students to bring dictionaries to the class. He asked students to separate in two groups. Then, the teacher requested students to read the story called *Getting in Trouble* from the book. The task was to identify new vocabulary, find meaning on the dictionary and prepare a role-play using their own belongings to demonstrate the meaning of the new learned words and idiomatic expressions. He also brought some material to help students with their task. The teacher mentioned students that this task would be graded; therefore, students were very active during the class. By the end of the lesson, students presented their performance. Students did a very good job. Students used their sweaters, papers, and their body to make the show. The objective of the class was achieved but it is also important to remark that students learned in an enjoyable way. In fact the supporting material introduced by the teacher made a big difference in the learning process. Madrid (2008, p. 232) refers to other types of realia proposing that they “can be seen that some of these media are purely visual or auditory, but others integrate images and sounds. Some require a passive attitude by the students, but others are interactive and require more activity and participation”.

The class was enjoyable, the way that teacher used realia to teach new vocabulary was relevant since students incorporate the words to their show easily; as consequence, the material was pertinent to complete the objective of the class

Realia is practical resource to learn by doing, and appropriate for students in third level where real life activities strengthen their knowledge and confidence. The tool was pertinent for the age and level of the students

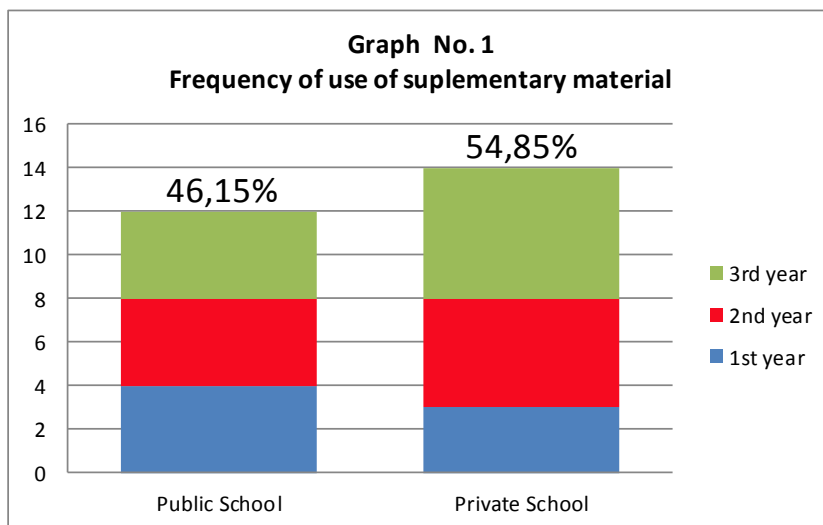
The real things used in the activity encouraged students to do their best. As they use real objects, they were appealing and colorful.

Learning styles

Regarding learning styles in third year the teacher used visual materials such as the whiteboard and dictionary, but he also supported other learning styles like audio and audiovisual with the exercises in the computer as well as realia through role play. This initiative was key to keep students active and engaged. The use of supplementary materials that targets other learning styles help that people with different necessities achieve same levels of comprehension. During his classes, it was evident how the correct supporting material led the teacher to achieve his objectives in a fast and easy way. It was also interesting to see how students are open to new tools, especially technology.

Quantitative Analysis

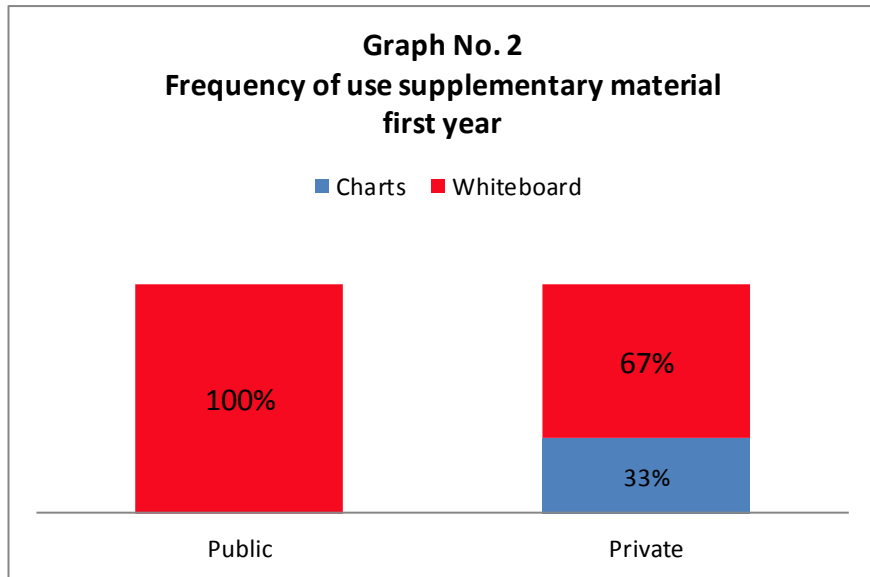
It is important to analyze the data obtained from a quantitative perspective. The analysis will help us to understand the importance that teachers currently give to supplementary materials during EFL classes in both private and public institutions in Quito. As a general overview, nowadays, there is not variety of supplementary materials among public and private institutions. Less than half of the identified indicators were observed during our research (10 versus 20).



Source: Chart twelve
Author: Alba Tobar

When comparing the number of materials used according to each Institution, based on chart twelve, private school represents 54,85% versus a 46,15% in public school. As we contrasted this information with the surveys applied to teachers, it is relevant to see that private school teachers are more confident using these tools. It is also interesting to compare the quantity of material used in each year in both Institutions, according to chart 12, more supplementary materials were used in third year 38%, following by

second year with 35%. The results also show that first year had the lowest number of materials 27%.

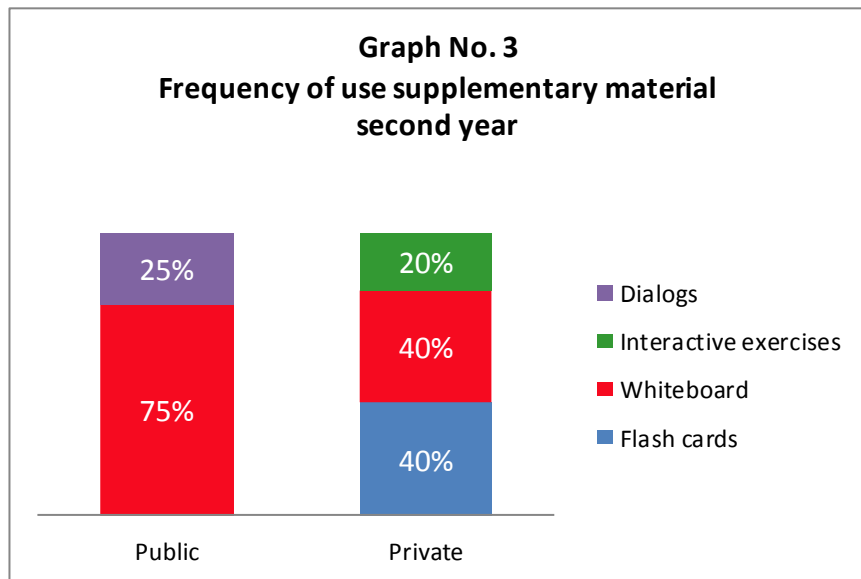


Source: Chart nine

Author: Alba Tobar

The whiteboard was used the 100% of the time in public schools. Even though the most used material in private school was the whiteboard with a frequency of 67%, chart was used 33% as well. If a deeper analysis is made, it may be mention that from a total of eighteen indicators identified during this research just one material was used in public schools while two different materials in private schools. Therefore, even if most of the classes had a tool to support the English learning, it was not enough to make students get motivated. When the survey was administered to students, they did not argue anything regarding the way that teacher developed the class. Nevertheless, when they chose the materials that they would like to have during classes, the favorite ones were audiovisual and online resources. It means that they need more interaction and

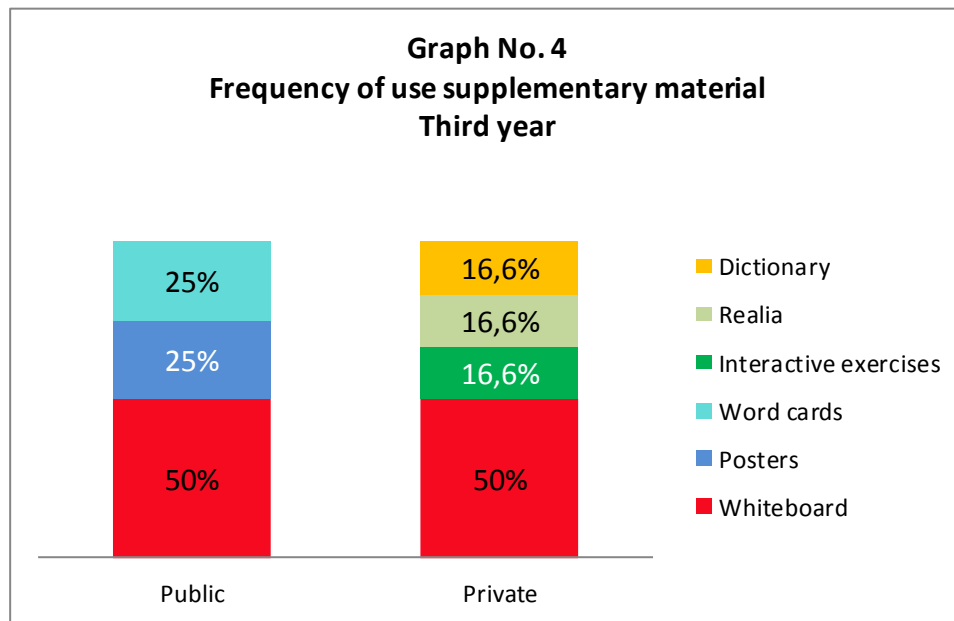
materials according to their age and necessities as well as the new trends in EFL learning.



Source: Chart ten
Author: Alba Tobar

Second year included more aids for teaching English, and as in first year, private schools used slightly more resource variety. Regarding the frequency of materials in public schools, the whiteboard was used the 75% and dialogs the 25%. Private schools had more variety; the whiteboard had the same frequency as the flash cards, 40%, meanwhile the interactive exercises 20%. It is important to mention that both teachers used at least other variables rather than visual aids, like interactive exercises at the computer laboratory that was managed in the private school and dialogs in the public school. Talking to the public school teacher, he mentioned that he felt sorry since he did not have support from government to increase the number of audiovisual materials in his class. On the other hand, as in the first-year, students are not aware of other methods of

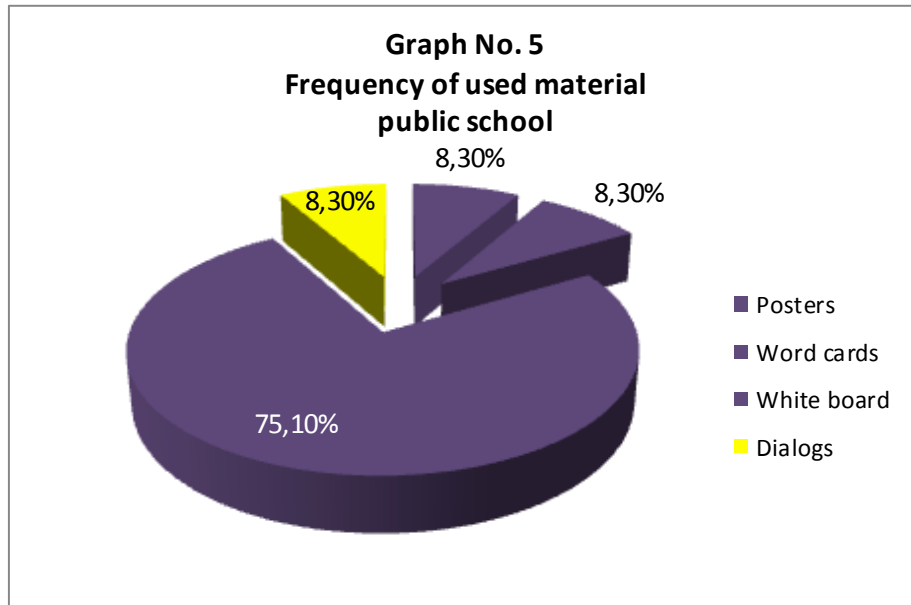
learning; therefore, they have no problems with the current classes. They looked more excited when teachers included different resources like the case of interactive exercises or flash cards though.



Source: Chart eleven
Auhtor: Alba Tobar

Third year showed the most varied quantity of supplementary material use. It included audiovisual, realia and visuals. The whiteboard is the most popular material between both school types with a frequency of 50%. Regarding the rest of materials identified in the private school, the dictionary, the interactive exercises at the computer laboratory, and realia remained the same frequency of 16,66%. Since this is the last year at school, teachers think that it is important to reinforce the skills of the students and for that reason they used more supporting materials. This point of view was collected from their interviews. Public school teacher also showed interest to support the

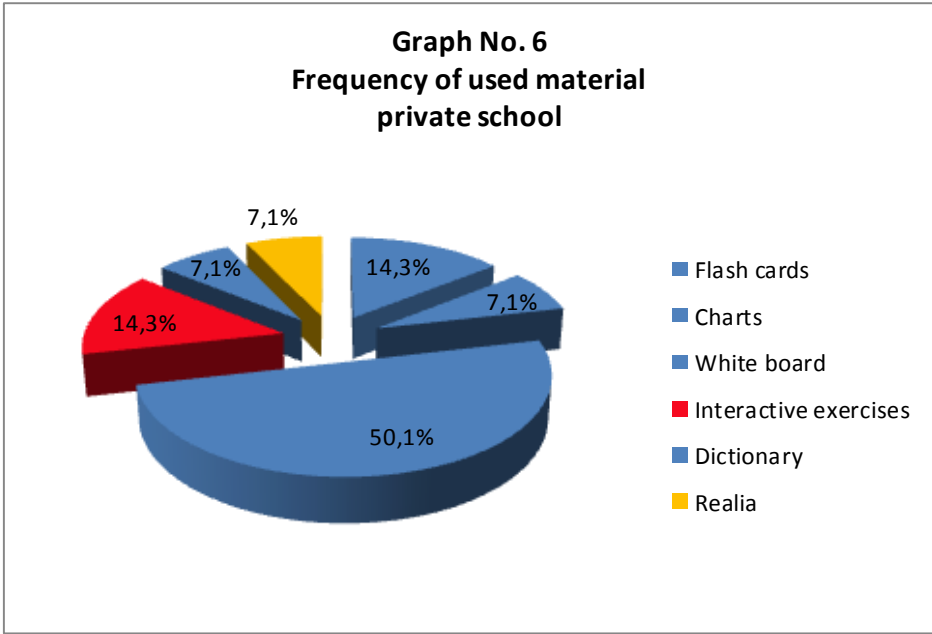
learning process with other materials, even they were just visual aids, her initiative putted at least less monotony to the classes.



Source: Chart thirteen
Author: Alba Tobar

Once the different types of supporting materials were analyzed per school, graph number 5 illustrates how often the material was used during the observations of public school classes. As one may see, just four materials were used in the three years observed. The 91,7% of all materials corresponded to visual aids and just 8,3% to audio. The Third-year teacher considered a higher number of supplementary materials to support her class. The issue is that all the aids corresponded to visual materials which support the visual learning style. Consequently, there was almost not support to any other kind of learning styles. The teacher from second year just used two materials, but he made an attempt to include a material that helped students with audio learning styles. Unfortunately he used just used it once.

The public-school teachers had been teaching for a long. They bear many difficulties to ensure their job and must be flexible enough to follow the new challenge of public education. During our interview they consider that between 50% and 90% of the time the use of supplementary material should be run, but in practice just one of them included different material in their classes. Students on the other side, showed a low interest in learning English via different materials. Students mentioned web and videos as their favorite supporting materials. They considered that those resources should be always used in class but in the real life, they did not complaint regarding the use of more alternative materials. Beare (2008), states that “videos support students to become more conscious of their learning process since they allow the learner to get an immediate feedback being videos more effective than simple teacher correction”



Source: Chart fourteen
Author: Alba Tobar

Regarding the variety of the materials used in class, the graph six clearly shows that the whiteboard, the most traditional supporting material ever, is still the mostly used in private schools with a 50,1% of use, in general visual corresponds to a 78,6%. But teachers from private institution included other materials such as realia, a 7,1%, and audiovisuals 14,3% targeting other learning styles and help other students with different learning styles to have the chance to learn with their own style. The first-year teacher utilized less material in contrast to the third-year teacher who used a wider range of supporting material observed in all years and schools. It is also remarkable to see how in third year teacher supported the learning process combining visual, audiovisual, and realia learning styles. When the third-year teacher was consulted regarding the use of such a resource variety, he explained that senior classes are more interested in learning and they have reached certain kind of learning maturity that helped teachers to obtain better results than in any other year. Second year combines at least two styles. When teachers were polled and the surveys were collected, all of them recognized the importance of the use of supplementary material. However, they were just immersing with visual aids to support their classes. After the observation and survey collection, they realized that more material should be combined with whiteboard and books, especially when it would be easier for them to obtain those materials from school or as homework.

Conclusions

This study examined the use of supplementary materials in first, second and third year of senior EFL classes by contrasting collected data from public and private schools. The findings of this study lead to the following conclusions:

- In private high school, supplementary materials were used slightly more often than in public education (7,7%). Private school showed more interest in using different materials to support other learning styles. As a consequence, the classes observed in private high school were more interactive and rewarding for the students.
- Teachers from both schools focused their teaching on grammar; therefore whiteboard is the common supplementary material at 61,5% since it supports the teaching of grammatical structures, vocabulary, rules, among others. This conclusion is based on the fact that the material was pertinent for the majority of the classes observed.
- It is been shown the lack of analysis that teachers put when they consider other supporting materials. During observations, some materials apart from whiteboard did not contribute as a tool to achieve appropriateness.
- It is also remarkable to conclude that teachers are not aware of the different learning styles that students have. This fact can be demonstrated since visual aids are the most common supplementary material observed in both schools. Even though dialogs, which correspond to audio, were used in the public school at a rate of 8,3%, interactive exercises at computer laboratory and realia at a rate of

14,3% and 7,1% accordingly targets audio-visual and realia in the private school, these ranks are not representative in order to show interest on different styles of acquiring knowledge that young learners may have.

- According to the results obtained from the surveys administered to the teachers, they considered the use of supplementary materials quite important for teaching English classes. They estimated that at least 69,16% of the classes must be taught supported by this type of aids. However, according to the class observations, this belief was not practiced during the English classes observed.
- Students are not aware of the benefits of the supplementary materials use; that is why, they do not complain about the current methods of teaching. On the other hand, when students are questioned about the materials they would like to use during English classes, most of them included visual and audiovisual tools such as online, movies and videos.

Recommendations

Based on the previous mentioned conclusions, a list of suggestions is presented:

- Since the study concludes how important supplementary materials are in order to engage students in a more active role leading to a successful learning process, it is deeply recommended to share the results of this research to the educational community and the new generations of English teachers.
- It would be very helpful to include a variable on methodology within the study, since in many of the cases observed the main barrier of a good acquisition of the language was not the supplementary material but the teaching style.
- It is recommended that public institutions encourage teachers to use the supplementary materials, instead of made teachers afraid of planning classes with other materials that better support the learning acquisition. As per the explanation given by the English coordinator, it can be deduced that the Ministerio de Educación forbids requesting students the purchase of other materials rather than the book, but teachers translate this ban as a prohibition to use supplementary materials. On the other hand, public-school teachers should be open-minded and understand that supplementary materials are not just aids that can be acquired but also created and share among them. There are a lot of ways to count on meaningful material with little or at any cost.
- Finally, since technology is nowadays an important part of life, it is recommended to include intelligent gadgets such as: smart phones, iPods, tablets, and iPads, as another indicator to be considered in the study

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Anexxes

Annex 5

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE:

CLASS No.....

YEAR:.....

TOPIC OF THE LESSON:.....

OBJECTIVE (S):.....

.....

.....

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

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

DESCRIPTION OF THE USED MATERIAL:

.....(NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

.....
.....
.....

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

.....
.....
.....

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

.....
.....
.....

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

.....
.....
.....

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

.....
.....
.....

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

.....
.....
.....

Were students motivated with the present material? yes...no...Why and How?
(For example, activates participation, awakes students' interest and curiosity)

.....
.....
.....

How do you consider the quality of the used material?

.....
.....

Annex 6

STUDENT`S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE:

CLASS No.....

YEAR:.....

PREGUNTAS				SI	NO
Te gusta el material utilizado por el profesor en la clase de Ingles?					
Te ayudo a entender mejor el tema de la clase?					
Crees que el material didáctico utilizado te ayuda a participar más en la clase?					
Con que materiales crees que aprenderías mejor el tema de la clase					
VISUALES		AUDIO		OBJETOS REALES	
Flash cards	()	Canciones	()		
Diapositivas	()	Diálogos	()	Objetos:	()
Mapas	()	Historias	()	(juguetes, plantas,	()
Graficos o fotos	()	Cuentos	()	frutas, etc.)	()
Tablas u organizadores graficos	()				
		AUDIOVISUALES		ONLINE	
Hojas con actividades	()	Videos	()	w ebsites	()
Posters	()	Películas	()		
Tarjetas con palabras	()	documentales	()		
Pizarrón blanco o negro	()				
Que materiales adicionales te gustaría que utilice el profesor en la clase?					
Con que frecuencia te gustaría que se utilice material didáctico adicional? () siempre () de vez en cuando					

Annex 7

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

.....
.....
.....

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

.....
.....
.....

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

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

Why?

.....
.....
.....